DOCUMENT RESUME

ED 278 670 SP 028 597

AUTHOR Bartolini, Leandro
TITLE Illinois Teacher Supply and Demand, 1984-1985.
INSTITUTION Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
PUB DATE Sep 85
NOTE 60p.
PUB TYPE Statistical Data (110) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Employment Patterns; *Faculty Mobility; *Public School Teachers; State Surveys; Teacher Shortage; *Teacher Supply and Demand; *Trend Analysis
IDENTIFIERS *Illinois

ABSTRACT

Statistics are presented on the current status of teacher supply and demand trends in Illinois. This report reviews and discusses the factors affecting teacher supply and demand, changes in student enrollment, teacher retirements, changes in state mandates, and opportunity for employment. An analysis of the data collected on teacher employment results in the following conclusions: (1) a long-time trend of decreasing supply and demand for teachers in Illinois has ended; (2) critical teacher shortages will occur only if demand continues to increase and the supply of new teachers and those in the reserve pool fail to materialize to meet the increase in demand; (3) differences exist in the supply/demand balance of individual teaching specialties as well as in different geographic locations; (4) moderate shortages exist in the fields of special education, mathematics, natural sciences, foreign languages, and bilingual education; (5) increases in student enrollment are expected to create a moderate, but temporary, need for additional teachers; (6) state mandates will create an immediate need for reading specialists, preschool teachers, and kindergarten teachers; and (7) the supply of new teachers and the reserve pool of experienced teachers is expected to be sufficient to prevent a critical teacher shortage in Illinois during the next two to four years. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

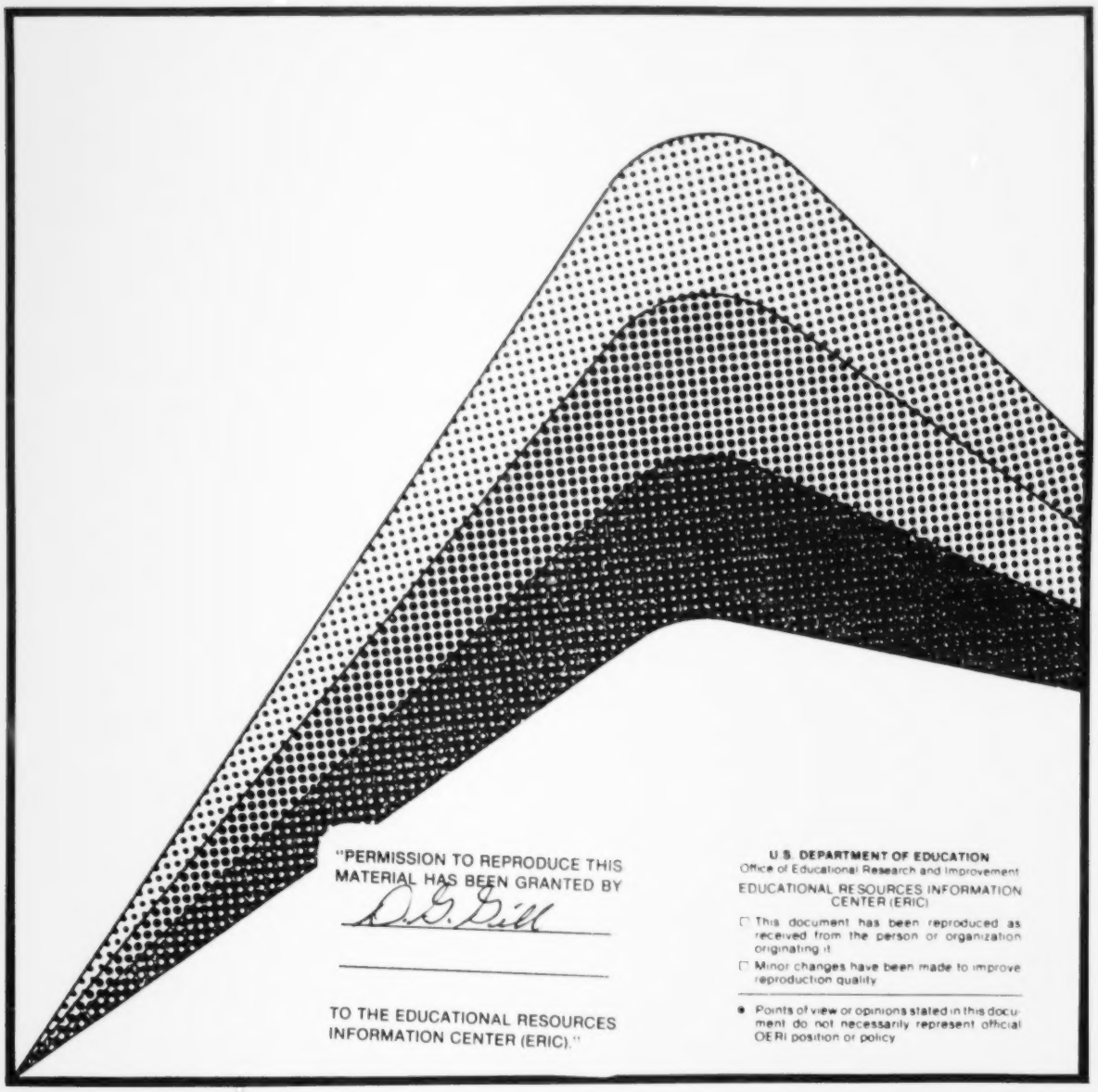
Illinois Teacher Supply and Demand 1984-1985

ED278670

Illinois State Board of Education

Walter W. Naumer, Jr., Chairman
Illinois State Board of Education

Ted Sanders
State Superintendent of Education



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D.G. Dill

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP 028 597

BEST COPY AVAILABLE

ILLINOIS TEACHER SUPPLY AND DEMAND, 1984-85

ILLINOIS STATE BOARD OF EDUCATION

Department of Planning, Research, and Evaluation

Springfield, Illinois

September, 1985

Walter W. Naumer, Jr., Chairman
State Board of Education

Ted Sanders
State Superintendent of Education

Foreword

Illinois teacher supply and demand information is collected annually by the Illinois State Board of Education. This report represents an update and expansion of relevant statistics previously published. It is hoped that the information provided in this publication will facilitate informed planning and decision making regarding the preparation and employment of teachers.

This report was prepared by Dr. Lee Bartolini from the Research and Statistics Section, Department of Planning, Research, and Evaluation. The interpretations and conclusions expressed herein do not necessarily reflect the position or policy of the State Board of Education.

Ted Sanders
State Superintendent of Education

Table of Contents

	PAGE
Introduction	1
Definitions	1
The National Perspective	2
The Illinois Perspective	4
Elementary Teachers	5
Secondary Teachers	18
Special Education Teachers	21
Exceptions to General Trends	26
Factors Affecting Teacher Supply and Demand	34
Changes in Student Enrollment	34
Teacher Retirements	35
Changes in State Mandates	35
Opportunity for Employment	37
Summary and Conclusions	38
References	39
Appendices	40
A. Illinois Public School Enrollment Projections with Change from Peak Years	41
B. Retirement Patterns of Illinois Educational Personnel: 1974-1984	42
C. Illinois Educational Personnel Age 55 or Older: 1974-1985	43

List of Tables

TABLE		PAGE
1.	Number of Students Completing Preparation for Standard Teaching Certificates for the First Time	6
2.	Number of Illinois Graduates Completing Preparation for Standard Teaching Certificates by Area of Preparation and By Type of Institution (Public Vs. Private): 1981 - 1985	7
3.	Trends in the Number of Graduates of Illinois Institutions of Higher Education Completing Preparation for Standard Teacher Certificates: 1980-1987	8
4.	Annual Changes in the Number of Full-Time Downstate Illinois Elementary Teachers from 1983-84 to 1984-85	9
5.	A Comparison of Teacher Demand to the Total Teaching Force in Downstate Schools and Chicago Schools in 1984-85	10
6.	Changes in the Supply/Demand Balance: Elementary Teachers	11
7.	Elementary and Secondary Teacher Turnover in Illinois	13
8.	Illinois Downstate Teacher Turnover by Type of Teacher	14
9.	Occupational Follow-up of 1984 Graduates from Illinois Institutions of Higher Education Completing Preparation for Standard Teacher Certificates for the First Time	15
10.	Percentage of New Illinois Teacher Graduates Who Entered Teaching: 1968 through 1984	16
11.	Annual Changes in the Number of Full-Time Downstate Illinois High School Teachers from 1983-84 to 1984-85	19
12.	Changes in the Supply/Demand Balance: Secondary Teachers	20
13.	Annual Changes in the Number of Full-Time Downstate Illinois Special Education Teachers from 1983-84 to 1984-85	23
14.	Changes in the Supply/Demand Balance: Special Education Teachers	24
15.	A Comparison of the Number of Undergraduates Prepared to Teach in Selected Subject Areas during 1983-84 with the Number of Beginning Teachers Employed in Downstate Illinois Public Schools in 1984-85	28
16.	A Comparison of the Number of Special Education Teachers Prepared during 1983-84 with the Number of Beginning Teachers Employed in Illinois Public Schools in 1984-85	29

List of Tables - (Continued)

TABLE		PAGE
17.	Teacher Supply and Demand as Rated by Placement Directors from Illinois Colleges and Universities: 1984-85	30
18.	A Comparison of the Number of Persons Receiving Administrative Certificates in 1983-84 with the Number of Full-Time Administrators in Their First Year of Experience in Selected Administrative Positions in 1984-85	32
19.	Unfilled Positions: Statewide Totals for all Educational Units, September, 1985	33
20.	Demand for Educational Staff in Nonpublic Schools, 1984-85	36

List of Figures

FIGURE		PAGE
1.	A Comparison of Teacher Supply and Demand in Illinois Public Schools: Elementary Level	17
2.	A Comparison of Teacher Supply and Demand in Illinois Public Schools: Secondary Level	22
3.	A Comparison of Teacher Supply and Demand in Illinois Public Schools: Special Education	25

Introduction

A series of reports during the last two years by the National Commission on Excellence in Education, the Education Commission of the States, the Twentieth Century Fund, and others has brought national attention to the problems facing American education. State Boards of Education, state legislators, state and national professional education associations, teacher unions, and independent educational organizations have responded by proposing numerous reforms to improve public education.

Central to the educational reform movement are issues concerning the quantity and quality of the American teaching force. A renewed interest in teacher supply and demand has peaked in recent months because of newspaper headlines announcing imminent, critical teacher shortages. The purposes of this report are to review and analyze Illinois teacher supply and demand trends in light of these pronouncements. Illinois statistics will be compared with national data and interpreted against recent developments concerning the factors which affect the teacher supply/demand balance.

Information for this report comes from a variety of sources, but supply data come primarily from the deans' offices in those Illinois colleges and universities that prepare teachers. Teacher supply and demand information is also collected from college and university placement offices. Demand data come from Teacher Service Record forms completed annually by all local school districts and collected by the Illinois State Board of Education.

Definitions

Teacher shortage and teacher oversupply are not easy terms to define. There is no magic ratio of supply to demand by which shortage or oversupply is determined. The terms are relative and must be interpreted against past trends and future developments. A local school superintendent who is accustomed to having ten or more applicants for each vacant teaching position may very likely declare that there is a teacher shortage if the number of applicants drops to five. From the perspective of legislators or teacher certification boards, however, a ratio of five certified applicants for each vacancy may be considered to be a substantial oversupply.

Quality of applicants frequently enters into the determination as to whether there is a teacher oversupply or a teacher shortage. For some superintendents, a person who holds a valid state teaching certificate may be minimally qualified, but when compared to district standards and criteria, the person may not be a suitable candidate. For these superintendents, an abundance of such applicants might still be viewed as a "teacher shortage."

The terms teacher shortage and teacher oversupply are also misleading if used in a general manner to include all teaching subjects and all geographic locations. Frequently, sharp differences exist in the availability of candidates among specific teaching specialties and in different locations throughout the state. These differences must be taken into consideration when conclusions concerning the shortage or oversupply of teachers are made.

The relative nature of the terms shortage and oversupply is usually not made clear in most articles and reports on teacher supply and demand. Operationally, however, the term shortage is used when there is an

insufficient number of qualified candidates to fill all available positions. The term oversupply is used when the number of qualified candidates is considered to be more than sufficient to fill all vacancies.

The use of other terms which relate to teacher shortages can also confuse an issue if they are used inconsistently. The following terms and their definitions are used in this report.

Teacher Supply. The term supply refers to the number of persons trained as teachers and who are available to fill educational positions in Illinois elementary and secondary schools. Special emphasis is given to the number of new graduates prepared annually by Illinois colleges and universities and to those previously trained teachers who are eligible to enter for the first time or to reenter Illinois schools.

Teacher Demand. The term demand refers to the number of full-time teachers hired during any one school year or total incoming teachers. Teacher demand includes beginning teachers (those who have never taught before and are employed for the first time) and reentering teachers (teachers who have taught in the past, have left teaching for at least one year, and are again employed as teachers).

Teacher Turnover. Teacher turnover in any given year is defined as the number of full-time teachers who leave Illinois schools and do not return during the following year. This figure represents total teacher separations for any reason.

Downstate Illinois Public Schools. The phrase "downstate Illinois public schools" includes all Illinois public schools except the Chicago Public School system and is used in reference to data regarding teacher demand. "Downstate Illinois public schools" will hereafter be referred to simply as "downstate schools." Likewise, the phrase "downstate Illinois public school teachers" includes regular full-time teachers in all Illinois public school districts except Chicago and is often referred to simply as "downstate teachers" when describing teacher demand. The phrase does not include part-time teachers unless such teachers are specifically identified.

Full-Time Teachers. Full-time teachers are teachers employed during the entire school day throughout the entire, regular (nine-month) school year. Teachers who are not employed for a nine-month school year are considered part-time teachers.

The National Perspective

During the summer of 1985, at least three major journals reported current or coming teacher shortages. The Wall Street Journal (June 20, 1985) quoting statistics on increasing school enrollments and decreasing numbers of education graduates, focused upon specific cases where critical shortages currently exist. Broward County, Florida; Los Angeles, California; Houston, Texas; and the state of New Jersey were identified as locations where teachers are critically needed. Time magazine (July 22, 1985) also reported shortages in the most populous sunbelt states. Again, Texas, Florida, and California, especially Los Angeles, were selected as examples where special efforts are currently under way to recruit teachers. On August 14, 1985, the Chicago Tribune included an article on predicted teacher shortages in

Illinois. A major focus of the Tribune article was the fact that 25% of the current teaching force is expected to retire between 1990 and 1995.

While limited in scope, each of the journal articles identified one or more factors which have an effect on the supply/demand balance of teachers; student enrollments, number of teachers prepared, and the number of teachers retiring. None, however, provided a comprehensive analysis of all possible factors. While the shortages reported in specific pockets of the sunbelt states are real, geographic locations where supply of teachers is sufficient to meet demand were not discussed.

A more comprehensive analysis of teacher supply and demand was included in a study by the Rand Corporation in July, 1984. The report, Beyond the Commission Reports, The Coming Crisis in Teaching, concludes that unless there is a dramatic restructuring of the teaching profession, the nation will be faced with a widespread shortage of qualified teachers in a very few years. A major emphasis of the study is that teaching is not an attractive career for talented individuals, and as other professions draw more from the potential pool of graduates who may have become teachers in past years, particularly women and minorities, the teaching profession will be forced to recruit the least academically able students to fill vacancies.

The Rand study suggests that low salaries and a lack of professionalism allowed in the work structure will discourage potential teacher candidates from entering the profession. It notes that supply is currently not responding to demand, even in those areas where shortages are widely publicized. Opportunity for employment, in other words, will not be a sufficient reason for persons to choose teaching as a career.

While suggesting that current shortages of math and science teachers are expected to grow into a more generalized shortage during the next few years, specific geographic differences in the supply/demand balance of teachers are not reviewed in the Rand study. While not stating so explicitly, the study suggests that there will be a sufficient number of certificated persons to fill available positions in most teaching specialties, but those who do become certificated will be the less able students.

Other studies by the National Center for Education Statistics (NCES), the Association for School, College and University Staffing (ASCUS), and the National Education Association (NEA) provide additional data on changing supply/demand balances for teachers. NCES (1984) reports that "beginning in the mid-1980's, the demand for additional teachers is projected to exceed the supply of new teacher graduates." Most of the demand (two-thirds) is expected to be in elementary schools. The NCES report does not discuss that part of supply made up of experienced, reentering teachers--the reserve pool of teachers.

ASCUS (1985) reports that "teachers can expect increased job opportunities for the 1985-86 school year." This study is an annual undertaking of ASCUS and consists of a poll of selected teacher placement officers from all regions of the country. Subject areas most in need of teachers include mathematics, physics, chemistry, computer programming, and data processing. Physical education is identified as the only teaching specialty with a

substantial surplus of teachers. Regions where optimism is highest for employment opportunities in all subject areas include the Great Lakes, South Central and Southeast regions of the United States.

The National Education Association ceased publishing an annual report on teacher supply and demand in 1983. The last NEA Research Memo (1983) on the subject included data for the 1981-82 school year. At that time, it was concluded that a large number of persons, not currently teaching, had completed training programs for becoming public school teachers, even though that number had been decreasing each year since 1972. It was further concluded that the attractiveness of jobs in teaching had decreased during the 1970's, both in terms of salaries and job satisfaction. Nevertheless, the number of teacher education graduates was expected to increase if the teacher job market improved.

One further study currently being conducted by a committee of the Council of Chief State School Officers is designed to obtain data to better understand differences in regional and subject-area teacher supply and demand balances. Approximately 56% of the states reporting indicate that teacher supply and demand are periodically studied or assessed. Preliminary findings from 43 of the 50 states suggest that about one-third are experiencing either slight or extreme overall teacher shortages. One third of the states report that supply and demand are about equal, and the final one-third report a slight or extreme oversupply of teachers. Subject areas where teacher shortages currently exist (in up to two-thirds of the states) and where shortages are expected to continue include mathematics, natural sciences, special education, and foreign languages. Subjects areas where oversupplies currently exist include regular (self-contained) elementary grades, the social sciences, and physical education.

The national studies and journal articles help to illustrate the difficulties with making general statements about the existence of a teacher shortage or a teacher oversupply. Differences exist among specific teaching specialties and in various locations throughout the country. These reports describe how teacher supply and demand balances are affected by a large number of factors, e.g., opportunity for employment, salary, student enrollment, teacher retirements, number of teacher education graduates, number of teachers in the reserve pool, job satisfaction, and the attractiveness of the profession. These studies also illustrate how the terms shortage and oversupply are often defined using different criteria, e.g., employment opportunity and number of graduates.

The Illinois Perspective

Statements about teacher supply and demand in Illinois are subject to the same limitations and qualifications as statements about national teacher supply and demand balances. Variations exist among specific teaching fields, among different geographic locations, and among individual districts, depending upon the unique qualifications and responsibilities of each available teaching position. Nevertheless, specific statistics can be reviewed for purposes of making informed judgments about current or expected areas of teacher shortage and teacher oversupply. These data include statistics on teacher demand (both beginning, first-time teachers and reentering, experienced teachers), teacher supply (the number of new teacher graduates each year and the reserve pool of experienced teachers), changes

in the total teaching force, teacher turnover, and the percentage of teacher graduates employed as teachers a year after graduation. Elementary, secondary, and special education teachers are reviewed separately.

Elementary Teachers

Despite recent reports of changing supply and demand balances in other parts of the country, 1984-85 is the first year in over a decade that substantial changes in trends have been documented in Illinois. Prior to 1984-85, both supply and demand had been decreasing steadily. Demand, however, has experienced a sharp increase in 1984-85 while supply has remained about the same. Other statistical indicators also show that the relatively stable balance between elementary teacher supply and demand has changed.

Tables 1 through 3 show that the number of persons completing preparation programs in elementary education has leveled off in recent years.[1] The number of graduates completing preparation for standard teaching certificates at the elementary level in 1984-85 was 2,296, only 11 more than in 1983-84 and only 39 more than in 1982-83. Deans and chairpersons of education at Illinois colleges and universities report that they do not expect this number to change significantly during the next two years.

Demand for teachers consists of the number of first-time teachers hired and the number of experienced, reentering teachers hired.[2] Demand for elementary teachers increased by 666 in 1984-85, from 2,622 to 3,288. Both beginning demand and reentering demand experienced an increase, but the rate of increase was greater for beginning teachers. Nevertheless, 62% of those hired at the elementary level were from the reserve pool of experienced teachers. Total teacher demand at the elementary grades returned to a level comparable to that experienced in Illinois schools during 1981-82. (See Tables 4-6.)

1. Tables 1, 2 and 3 provide detailed information on the number of personnel prepared to be teachers for the first time in Illinois. Table 1 shows the number of persons prepared during 1983-84 and in 1984-85 in major areas of preparation by degree status (bachelor's vs. master's) and by sex. Table 2 also shows the number of personnel prepared in selected teaching areas, but provides this information for a five-year period of time by type of institution (private vs. public.) Table 3 provides trend data for the number of persons prepared at the bachelor's and master's degree levels for past years and projects the number expected to be prepared in Illinois during the next two years.

2. Demand data for specific assignments at the elementary level during 1984-85 are presented in Table 4 for downstate schools. Changes in the total number of teachers and the turnover of teachers by assignment area are also provided. A comparison of teacher demand to the total teaching force in downstate schools and Chicago schools by sex of teacher is provided in Table 5. Table 6 provides elementary supply and demand trend data for all school districts, including Chicago, for the years 1975-76 through 1984-85. Changes in the total teaching force, the potential teaching force (estimated by adding the number of new persons prepared to the number of experienced, reentering teachers hired), and demand as a percent of the total teaching force are also presented.

Table 1
NUMBER OF STUDENTS COMPLETING PREPARATION FOR STANDARD TEACHING CERTIFICATES FOR THE FIRST TIME

MAJOR AREA OF PREPARATION	1983-84						1984-85 (Estimated)					
	BACHELOR'S DEGREE			MASTER'S DEGREE			BACHELOR'S DEGREE			MASTER'S DEGREE		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
ELEMENTARY TEACHERS												
Early Childhood (Pre-K)	1	81	82	3	29	32	1	112	113	1	38	39
Elem. Regular Instruction	123	1,695	1,818	17	62	79	102	1,689	1,791	14	74	88
Selected Subjects												
Art	13	47	60	1	1	2	10	37	47	0	4	4
Foreign Language	1	4	5	0	0	0	1	2	3	0	0	0
Music	36	51	87	1	1	2	36	50	86	0	1	1
Physical Education	30	77	107	0	0	0	37	71	108	0	1	1
Other Elementary	0	11	11	0	0	0	3	12	15	0	0	0
TOTAL ELEMENTARY	204	1,966	2,170	22	93	115	190	1,973	2,163	15	118	133
SECONDARY TEACHERS												
Agriculture	49	10	59	4	1	5	39	12	51	2	0	2
Art	19	55	74	2	3	5	16	50	66	1	6	7
Business Education	26	90	116	4	7	11	22	99	121	5	6	11
English-Language Arts												
English	55	129	184	3	3	6	56	124	180	4	7	11
Journalism	0	1	1	0	0	0	0	1	1	1	0	1
Speech and Drama	14	25	39	0	1	1	12	29	41	0	0	0
Foreign Languages												
French	1	20	21	0	3	3	1	16	17	0	2	2
German	3	2	5	0	0	0	2	5	7	0	0	0
Latin	3	5	8	0	0	0	0	0	0	0	0	0
Spanish	5	32	37	1	3	4	7	36	43	0	1	1
Other	0	3	3	0	0	0	1	5	6	0	0	0
Health Education	17	35	52	0	0	0	15	30	45	0	0	0
Health Occupations	0	6	6	0	0	0	1	6	7	0	0	0
Home Economics	0	64	64	11	4	15	1	48	49	9	4	13
Industrial Arts (General)	73	4	77	1	0	1	69	4	73	2	1	3
Industrial Occupations (General)	21	17	38	0	0	0	8	15	23	0	0	0
Junior High (General)	12	27	39	0	0	0	12	34	46	0	0	0
Mathematics	49	80	129	2	2	4	54	107	161	3	5	8
Music (General)	57	107	164	1	3	4	54	91	145	0	0	0
Music - Instrumental Only	15	16	31	0	0	0	16	20	36	0	0	0
Music - Vocal Only	4	8	12	0	0	0	5	11	16	0	0	0
Natural Sciences												
Biology	33	45	78	3	4	7	43	59	102	5	11	16
Chemistry	2	8	10	2	2	4	12	14	26	1	1	2
Earth Science	4	1	5	0	0	0	2	3	5	2	0	2
Geology	0	0	0	0	0	0	0	0	0	0	0	0
General Science	1	4	5	0	0	0	1	0	1	2	2	4
Physical Science	1	1	2	0	0	0	2	1	3	0	0	0
Physics	4	2	6	1	0	1	7	0	7	0	1	1
Other	6	8	14	0	0	0	4	8	12	0	0	0
Physical Education	206	231	437	11	5	16	202	223	425	18	9	27
Safety and Driver Education	0	1	1	0	0	0	0	0	0	0	0	0
Social Science												
Economics	1	1	2	0	0	0	2	0	2	0	0	0
Geography	0	2	2	3	0	3	7	1	8	2	1	3
History	77	33	110	4	2	6	89	33	122	3	2	5
Political Science	10	1	11	0	0	0	4	1	5	0	1	1
Psychology	5	16	21	0	0	0	8	12	20	1	0	1
Sociology	4	1	5	0	0	0	2	3	5	0	2	2
General Social Studies	27	20	47	2	2	4	27	33	60	2	1	3
Other (Social Studies)	0	0	0	0	0	0	1	0	1	0	0	0
Other Secondary	0	2	2	0	0	0	0	2	2	0	0	0
TOTAL SECONDARY	804	1,113	1,917	55	45	100	804	1,136	1,940	63	63	126
SPECIAL EDUCATION TEACHERS												
EMH	14	223	237	3	30	33	12	188	200	2	23	25
Deaf and Hearing Impaired	3	87	90	0	2	2	0	85	85	0	8	8
Learning Disabled	15	235	250	10	97	107	10	218	228	11	111	122
Physically Handicapped	4	24	28	1	3	4	4	24	28	1	2	3
Social/Emotional Disorders	11	143	154	11	29	40	9	89	98	8	25	33
Speech and Language Impaired	2	30	32	5	141	146	1	20	21	4	139	143
TMH	5	81	86	2	10	12	3	57	60	2	9	11
Visually Impaired	0	22	22	0	1	1	0	21	21	0	2	2
Severe/Profoundly Handicapped	0	0	0	0	0	0	0	0	0	0	0	0
Other Special Education	0	10	10	0	3	3	0	13	13	0	4	4
TOTAL SPECIAL EDUCATION	54	855	909	32	316	348	39	715	754	28	323	351
UNGRADED SPECIALISTS												
Gifted Education Teacher	0	0	0	0	0	0	0	0	0	0	1	1
Guidance Counselor	0	0	0	54	110	164	0	0	0	47	99	146
Media Services	2	1	3	0	11	11	0	1	1	2	17	19
Librarian	0	3	3	0	0	0	0	1	1	0	0	0
Remedial Reading Teacher	0	0	0	3	36	39	0	0	0	2	33	35
School Nurse	0	2	2	0	26	26	0	5	5	0	51	51
School Psychologist	0	0	0	9	40	49	0	0	0	12	42	54
School Social Worker	0	0	0	9	57	66	0	0	0	20	77	97
Other Ungraded Specialists	5	6	11	0	0	0	3	5	8	0	0	0
TOTAL UNGRADED SPECIALISTS	7	12	19	75	280	355	3	12	15	83	320	403
TOTAL EDUCATION PERSONNEL	1,069	3,946	5,015	184	734	918	1,036	3,836	4,872	189	824	1,013

*Because of the difficulties in determining whether master's degree graduates were completing preparation for standard teaching certificates for the first time, the numbers representing master's degree graduates should be considered as estimates.

All information was provided by Illinois university and college personnel on the "New Supply of Illinois Instructional Personnel" form collected annually by the Illinois State Board of Education.

Table 2

NUMBER OF ILLINOIS GRADUATES COMPLETING PREPARATION FOR STANDARD TEACHING CERTIFICATES BY AREA OF PREPARATION AND BY TYPE OF INSTITUTION (PUBLIC VS. PRIVATE): 1981 - 1985

SELECTED AREAS OF PREPARATION	1981 Graduates			1982 Graduates			1983 Graduates			1984 Graduates			1985 Graduates (Est.)		
	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total
ELEMENTARY TEACHERS															
Early Childhood (Pre-K)	78	62	140	98	53	151	78	72	150	63	51	114	80	72	152
Elem. Regular Instruction	1,303	830	2,133	1,134	838	1,972	1,099	806	1,905	1,152	745	1,897	1,215	664	1,879
Art	37	6	43	37	4	41	44	2	46	43	19	62	42	9	51
Foreign Language	0	0	0	2	0	2	1	0	1	5	0	5	3	0	3
Music	67	7	74	56	12	68	76	11	87	56	33	89	59	28	87
Physical Education	92	34	126	36	19	55	36	13	49	87	20	107	79	30	109
Other	35	2	37	24	5	29	19	0	19	7	4	11	11	4	15
TOTAL ELEMENTARY	**1,612**	**941**	**2,553**	**1,387**	**931**	**2,318**	**1,353**	**904**	**2,257**	**1,413**	**872**	**2,285**	**1,489**	**807**	**2,296**
SECONDARY TEACHERS															
Art	86	30	116	95	39	134	62	32	94	65	14	79	56	17	73
Business Education	143	9	152	119	7	126	107	15	122	115	12	127	117	15	132
English-Language Arts	156	130	286	126	126	252	129	105	234	121	110	231	134	100	234
Foreign Languages	65	45	110	47	30	77	57	30	87	51	30	81	51	25	76
Health Education	66	6	72	50	5	55	46	0	46	46	6	52	44	1	45
Home Economics	92	13	105	94	14	108	53	13	66	71	8	79	59	3	62
Industrial Arts (General)	93	2	95	92	0	92	93	1	94	77	1	78	75	1	76
Junior High (General)	14	0	14	37	0	37	46	0	46	39	0	39	46	0	46
Mathematics	74	49	123	85	44	129	84	43	127	89	44	133	98	71	169
Music	158	159	317	120	152	272	96	115	211	117	94	211	116	81	197
Natural Sciences	82	60	142	117	40	157	86	37	123	101	31	132	130	51	181
Physical Education	437	155	592	412	184	596	359	177	536	324	129	453	325	127	452
Social Sciences	167	104	271	197	71	268	156	83	239	144	67	211	159	79	238
Vocational & Technical Ed.	81	0	81	64	0	64	80	0	80	108	0	108	81	2	83
Other	11	1	12	6	1	7	2	1	3	3	0	3	1	1	2
TOTAL SECONDARY	**1,725**	**763**	**2,488**	**1,661**	**713**	**2,374**	**1,456**	**652**	**2,108**	**1,471**	**546**	**2,017**	**1,492**	**574**	**2,066**
TOTAL TEACHERS	**3,337**	**1,704**	**5,041**	**3,048**	**1,644**	**4,692**	**2,809**	**1,556**	**4,365**	**2,884**	**1,418**	**4,302**	**2,981**	**1,381**	**4,362**
UNGRADED SPECIALISTS															
Special Education Teachers	1,164	204	1,368	1,104	233	1,337	1,105	177	1,282	1,064	193	1,257	925	180	1,105
Other Ungraded Specialists	320	56	376	372	83	455	215	115	330	239	135	374	282	136	418
TOTAL UNGRADED SPECIALISTS	**1,484**	**260**	**1,744**	**1,476**	**316**	**1,792**	**1,320**	**292**	**1,612**	**1,303**	**328**	**1,631**	**1,207**	**316**	**1,523**
TOTAL EDUCATION PERSONNEL	**4,821**	**1,964**	**6,785**	**4,524**	**1,960**	**6,484**	**4,129**	**1,848**	**5,977**	**4,187**	**1,746**	**5,933**	**4,188**	**1,697**	**5,885**

All information was provided by Illinois university and college personnel on the "New Supply of Illinois Instructional Personnel" form collected annually by the Illinois State Board of Education.

Table 3
TRENDS IN THE NUMBER OF GRADUATES OF ILLINOIS INSTITUTIONS OF HIGHER EDUCATION COMPLETING PREPARATION FOR STANDARD TEACHING CERTIFICATES: 1980 - 1987

YEAR / AREA OF PREPARATION	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85 (Estimated)	1985-86 (Projected)	1986-87 (Projected)
ELEMENTARY								
Bachelor's Degrees	2,496	2,395	2,234	2,162	2,170	2,163	1,997	2,100
Master's Degrees*	83	158	84	95	115	133	106	111
TOTAL ELEMENTARY	2,579	2,553	2,318	2,257	2,285	2,296	2,103	2,211
SECONDARY								
Bachelor's Degrees	2,635	2,328	2,279	1,997	1,917	1,940	1,940	2,045
Master's Degrees*	117	160	95	111	100	126	101	107
TOTAL SECONDARY	2,752	2,488	2,374	2,108	2,017	2,066	2,041	2,152
UNGRADED SPECIALISTS-SPECIAL EDUCATION								
Bachelor's Degrees	1,210	1,022	1,019	848	909	754	826	883
Master's Degrees*	294	346	318	434	348	351	317	338
TOTAL SPECIAL EDUCATION	1,504	1,368	1,337	1,282	1,257	1,105	1,143	1,221
OTHER UNGRADED SPECIALISTS								
Bachelor's Degrees	13	24	30	22	19	15	27	27
Master's Degrees*	415	352	425	308	355	403	508	511
TOTAL OTHER UNGRADED SPECIALISTS	428	376	455	330	374	418	535	538
TOTAL EDUCATION PERSONNEL	7,263	6,785	6,484	5,977	5,933	5,885	5,822	6,122

* Because of the difficulties in determining whether master's degree graduates were completing preparation for standard teaching certificates for the first time, the numbers representing master's degree graduates should be considered as estimates.

NOTE: Only "totals" were provided by respondents for the years 1985-86 and 1986-87 for each category of teacher. The number of bachelor's and master's degrees for these two years were, therefore, calculated using the percentage of bachelor's and master's degrees in each category for the year 1983-84.

All information was provided by Illinois university and college personnel on the "New Supply of Illinois Instructional Personnel" form collected annually by the Illinois State Board of Education.

Table 4

ANNUAL CHANGES IN THE NUMBER OF FULL-TIME DOWNSTATE ILLINOIS ELEMENTARY TEACHERS FROM 1983-84 to 1984-85

MAIN ASSIGNMENT	TOTAL NUMBER OF TEACHERS 1983-84	TOTAL NUMBER OF TEACHERS 1984-85	Annual Change	Annual Percent Change	BEGINNING TEACHERS 1984-85 Number	BEGINNING TEACHERS 1984-85 Percent of Total	REENTERING TEACHERS 1984-85 Number	REENTERING TEACHERS 1984-85 Percent of Total	TOTAL INCOMING TEACHERS 1984-85 Number	TOTAL INCOMING TEACHERS 1984-85 Percent of Total	TURNOVER OF TEACHERS 1983-84 Number	TURNOVER OF TEACHERS 1983-84 Percent of Total
Pre-Kindergarten	51	49	-2	-3.92	2	4.08	2	4.08	4	8.16	4	7.84
Kindergarten	2,043	2,113	70	3.43	47	2.22	84	3.98	131	6.20	123	6.02
1st Grade	4,219	4,279	60	1.42	112	2.62	199	4.65	311	7.27	280	6.64
2nd Grade	3,864	3,999	135	3.49	81	2.03	167	4.17	248	6.20	256	6.63
3rd Grade	3,729	3,769	40	1.07	77	2.04	112	2.97	189	5.01	242	6.49
4th Grade	3,627	3,646	19	0.52	65	1.78	113	3.10	178	4.88	213	5.87
5th Grade	3,512	3,477	-35	-1.00	61	1.75	121	3.48	182	5.23	233	6.63
6th Grade	2,931	2,778	-153	-5.22	47	1.69	93	3.35	140	5.04	159	5.42
Junior High	9,694	9,476	-218	-2.25	192	2.03	302	3.19	494	5.21	614	6.33
Other Grades	2,611	2,546	-65	-2.49	83	3.26	126	4.95	209	8.21	198	7.58
Art	869	838	-31	-3.57	16	1.91	27	3.22	43	5.13	64	7.36
Music	1,858	1,872	14	0.75	63	3.37	89	4.75	152	8.12	164	8.82
Physical Education	2,445	2,440	-5	-0.20	87	3.57	66	2.70	153	6.27	152	6.22
Title I	1,418	1,446	28	1.97	42	2.90	73	5.05	115	7.95	87	6.14
Remedial Reading	272	27	2	0.74	4	1.46	12	4.38	16	5.84	23	8.46
Total Full-Time	43,143	43,002	-141	-0.33	979	2.28	1,586	3.69	2,565	5.96	2,812	6.51
Total Part-Time	2,177	2,273	96	4.41	278	12.23	560	24.64	838	36.87	444	20.40

NOTE: This information was taken from the 1983-84 and 1984-85 Teacher Service Record forms collected by the Illinois State Board of Education and includes regular full-time teachers in all Illinois public school districts, except the Chicago Public School District.

Table 5

A COMPARISON OF TEACHER DEMAND TO THE TOTAL TEACHING FORCE IN DOWNSTATE SCHOOLS AND CHICAGO SCHOOLS IN 1984-85

GRADE LEVEL AND SEX	TOTAL NUMBER OF TEACHERS		BEGINNING TEACHERS		REENTERING TEACHERS		TOTAL INCOMING TEACHERS		
	Downstate	Chicago	Downstate	Chicago	Downstate	Chicago	Downstate	Chicago	Total
Elementary Female	32,931	9,990	798	229	1,399	383	2,197	612	2,809
Elementary Male	10,071	2,339	181	38	187	73	368	111	479
Total Elementary	43,002	12,329	979	267	1,586	456	2,565	723	3,288
Secondary Female	9,396	2,601	278	52	480	83	758	135	893
Secondary Male	14,113	2,794	289	44	302	67	591	111	702
Total Secondary	23,509	5,395	567	96	782	150	1,349	246	1,595
Special Education Female	9,986	2,719	553	93	681	91	1,234	184	1,418
Special Education Male	1,419	637	39	11	63	14	102	25	127
Total Special Education	11,405	3,356	592	104	744	105	1,336	209	1,545
Total Female	52,313	15,310	1,629	374	2,560	557	4,189	931	5,120
Total Male	25,603	5,770	509	93	552	154	1,061	247	1,308
Total Teachers	77,916	21,080	2,138	467	3,112	711	5,250	1,178	6,428

NOTE: Information for downstate schools was taken from the 1984-85 Teacher Service Record forms collected by the Illinois State Board of Education and includes regular full-time teachers in all Illinois public school districts, except the Chicago Public School District.

Information for Chicago schools was estimated from data obtained from the Personnel File for Chicago Board of Education Teachers.

Table 6

CHANGES IN THE SUPPLY/DEMAND BALANCE: ELEMENTARY TEACHERS

SCHOOL YEAR	TOTAL NUMBER OF TEACHERS	NEW SUPPLY	POTENTIAL SUPPLY	BEGINNING DEMAND	REENTERING DEMAND	TOTAL DEMAND	DEMAND AS A PERCENT OF TOTAL STAFF
1975-76	66,915	4,636	7,303	3,163	2,667	5,830	8.7%
1976-77	64,160	4,337	6,286	2,507	1,949	4,456	6.9%
1977-78	62,650	3,765	6,236	2,476	2,471	4,947	7.9%
1978-79	61,309	3,135	5,707	2,209	2,572	4,781	7.8%
1979-80	59,959	2,823	5,694	2,034	2,871	4,905	8.2%
1980-81	59,175	2,579	5,005	1,445	2,426	3,871	6.5%
1981-82	58,242	2,553	4,719	1,105	2,166	3,271	5.6%
1982-83	56,831	2,318	4,278	814	1,960	2,774	4.9%
1983-84	55,579	2,257	4,035	844	1,778	2,622	4.7%
1984-85	55,331	2,285	4,327	1,246	2,042	3,288	5.9%

NOTE: Information on the new supply of teachers was provided by Illinois university and college personnel on the "New Supply of Illinois Instructional Personnel" form collected annually by the Illinois State Board of Education. The total number of teachers and the demand data are taken from the Teacher Service Record forms completed by local districts and collected by the Illinois State Board of Education and include full-time regular teachers only, including teachers in the Chicago Public School District.

DEFINITIONS:

TOTAL NUMBER OF TEACHERS The total teaching force employed during a given year in Illinois public schools.

NEW SUPPLY New teacher graduates prepared by Illinois colleges and universities.

POTENTIAL SUPPLY An estimate of total supply: New teacher graduates and previously trained teachers in the reserve pool. Potential supply is estimated by adding new supply to the number of reentering teachers hired each year.

NEW (BEGINNING) DEMAND Persons hired as teachers for the first time (with no previous experience).

REENTERING DEMAND Persons hired as teachers who have taught in the past, have left teaching for at least one year, and are again employed as teachers.

TOTAL DEMAND Estimated total incoming teachers (beginning and reentering) in Illinois public schools.

Changes in the total teaching force provide one indication of the need for additional staff. The total number of elementary classroom teachers decreased slightly in 1984-85, from 55,579 to 55,331. Demand, as a percent of the total teaching force, reached an all-time low of 4.7% in 1983-84. This percentage increased in 1984-85 to 5.9%. This statistic, in addition to changes in the total teaching force, provides an indication as to whether demand is responsible for a greater or lesser share of those employed. A substantial increase, as shown for 1984-85, is an important indication of a changing trend.

Teacher turnover also provides an important clue to changes in the teacher supply/demand balance. Increases in turnover, the number of teachers who leave teaching and do not return, suggest that more teachers will need to be hired to replace those who leave, assuming that the total teaching force remains the same. Changes in teacher turnover for downstate schools and Chicago schools are presented in Table 7. Turnover by type of teacher is presented in Table 8. At the elementary level, turnover decreased from 7.5% to 6.5%, continuing a trend which has existed since 1975-76.

A final statistic which provides strong evidence of changing supply/demand balances is the percentage of graduates employed as teachers one year after graduation. This figure, for any given year, may not be a meaningful statistic. But when viewed over time, it is a major indicator of changing market conditions. The percentage of graduates who entered teaching one year after graduation in 1984-85, as well as the percentage of graduates who entered other occupations, are provided in Table 9. Changes in the percentage of graduates entering teaching since 1967-68 are provided in Table 10. College and university placement directors report that 42.6% of the 1983-84 elementary teacher graduates entered teaching during 1984-85. Approximately 35% were teaching in Illinois, and another 7.6% found employment as teachers out-of-state. This is approximately the same percentage of graduates employed as teachers during the previous year, 42.4%. It is possible that fewer teacher education graduates seek employment as teachers after graduating when compared to past years, but a 43% employment rate is in sharp contrast to the over 80% rate experienced during the late 1960's, a period of time when it was generally conceded that critical teacher shortages existed.

Changes in elementary teacher supply and demand are illustrated graphically in Figure 1. Total demand has always been greater than the new supply at the elementary level, but persons involved in the training and employment of elementary teachers do not consider elementary instruction to be an area of critical shortage. This is because of the significant reserve pool of teachers. Nevertheless, substantial changes in the supply/demand balance for elementary teachers have been documented for the 1984-85 school year. In 1983-84 the ratio of new teachers prepared to first-time elementary teachers hired was almost 3 to 1 (2.7 to 1). In 1984-85, this ratio decreased to approximately 2 to 1 (1.8 to 1).

There are still a substantial number of persons prepared to teach at the elementary level when compared to the number hired, but the data are subject to conflicting interpretations. Despite a stable teaching force and relatively low turnover, demand increased sharply, while supply remained about the same. The percentage of graduates employed as teachers a year after graduation remained stable, but demand as a percentage of the total

Table 7

ELEMENTARY AND SECONDARY TEACHER TURNOVER IN ILLINOIS

End of School Year	Downstate School		Chicago Schools	
	Turnover Number	Turnover Rate	Turnover Number	Turnover Rate
1969-70	10,470	13.8%	2,501	12.8%
1970-71	9,574	12.2%	2,090	10.3%
1971-72	9,121	11.6%	1,670	8.1%
1972-73	8,848	11.1%	2,411	11.2%
1973-74	8,042	10.1%	2,471	11.6%
1974-75	7,030	8.7%	2,913	13.4%
1975-76	8,052	10.1%	2,568	11.9%
1976-77	7,492	9.7%	1,835	9.0%
1977-78	7,181	9.4%	1,904	9.6%
1978-79	7,288	9.7%	2,107	11.0%
1979-80	6,157	8.3%	1,107	6.1%
1980-81	5,908	8.1%	701	4.0%
1981-82	5,098	7.1%	1,005	5.7%
1982-83	5,065	7.3%	764	4.4%
1983-84	4,359	6.5%	996	5.6%

NOTE: Turnover information for downstate schools was obtained from the annual Teacher Service Record forms collected by the Illinois State Board of Education. Turnover information for Chicago schools was calculated from estimated changes in the number of teachers and estimated demand for teachers in the Chicago Public School system. All turnover data represent full-time elementary and secondary teachers.

2791h

Table 8

ILLINOIS DOWNSTATE TEACHER TURNOVER BY TYPE OF TEACHER

End of School Year	Elementary		Secondary		Special Education	
	Turnover Number	Turnover Rate	Turnover Number	Turnover Rate	Turnover Number	Turnover Rate
1973-74	5,630	10.7%	2,412	8.9%	841	12.9%
1974-75	4,873	9.2%	2,157	7.9%	823	11.3%
1975-76	5,545	10.5%	2,507	9.1%	984	12.2%
1976-77	4,987	9.9%	2,505	9.3%	974	11.6%
1977-78	4,708	9.5%	2,473	9.2%	1,063	11.7%
1978-79	4,672	9.6%	2,616	9.8%	1,217	12.3%
1979-80	4,031	8.4%	2,126	8.1%	1,243	11.8%
1980-81	3,862	8.2%	2,046	7.9%	1,339	11.8%
1981-82	3,399	7.4%	1,699	6.7%	1,205	10.6%
1982-83	3,347	7.5%	1,718	7.0%	1,087	9.6%
1983-84	2,812	6.5%	1,547	6.6%	1,015	9.1%

Table 9

OCCUPATIONAL FOLLOW-UP OF 1984 GRADUATES FROM ILLINOIS INSTITUTIONS OF HIGHER EDUCATION COMPLETING PREPARATION FOR STANDARD TEACHING CERTIFICATES FOR THE FIRST TIME

OCCUPATION ON November 1, 1984	PERCENTAGE OF PERSONNEL BY TYPE OF PREPARATION AND SEX								
	ELEMENTARY			SECONDARY			SPECIAL EDUCATION		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1. Teaching in state*	32.9	35.1	35.0	36.5	35.2	35.7	28.2	40.8	39.9
2. Teaching outside state*	16.8	6.8	7.6	7.9	6.4	7.0	7.0	5.7	5.8
3. Otherwise gainfully employed	16.8	9.4	10.0	13.7	14.4	14.1	9.9	5.6	5.9
4. Continuing formal study	5.4	1.7	2.0	6.4	3.8	4.8	4.2	2.6	2.7
5. Military service	0.0	0.1	0.1	0.7	0.3	0.5	0.0	0.0	0.0
6. Unemployed, seeking gainful employment	1.0	6.9	6.5	4.8	6.0	5.5	0.0	3.4	3.1
7. Out of labor force/not seeking gainful employment	1.0	2.3	2.2	1.2	2.6	2.0	2.8	1.5	1.6
8. No information	26.2	37.6	36.7	28.7	31.4	30.3	47.9	40.5	41.0
9. Total Percent **	100.1	99.9	100.1	99.9	100.1	99.9	100.0	100.1	100.0
10. Total Number	149	1,747	1,896	832	1,189	2,021	71	951	1,022
Percentages in lines 3 and 6 11. Seeking a teaching position	5.4	6.9	6.8	5.5	6.1	5.9	2.8	2.4	2.4
12. Seeking a nonteaching position	1.0	0.6	0.6	1.3	1.7	1.5	0.0	0.2	0.2

* Persons hired as teacher aides or in other education-related positions not included.
** Because of rounding-off, column totals do not always equal exactly 100.0 percent.

NOTE: All data presented above were taken from the 1984-85 "Occupational Follow-up of Supply of Illinois Teachers" form which was completed by placement directors from Illinois Institutions of Higher Education with teacher education programs.

Table 10

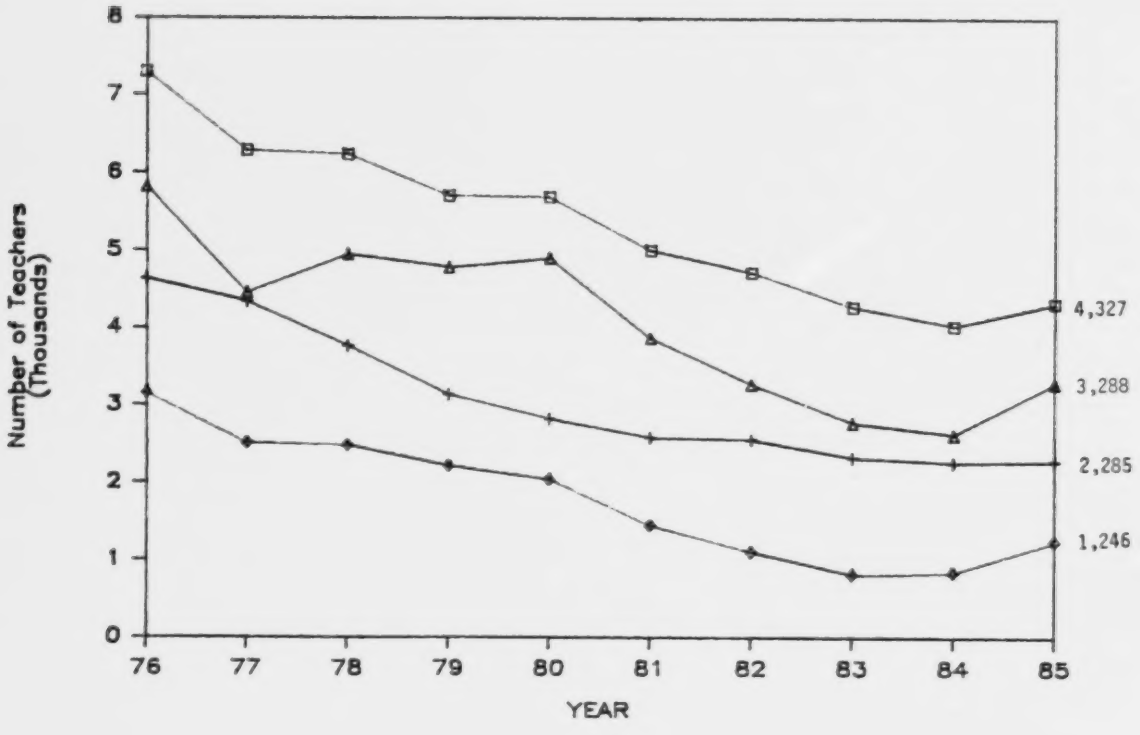
PERCENTAGE OF NEW ILLINOIS TEACHER GRADUATES
WHO ENTERED TEACHING: 1968 THROUGH 1984

School Year Preparation Completed	Elementary Teachers	Secondary Teachers	El. and Sec. Teachers	Number Reported	Spec. Ed. Teachers	Number Reported
1967-68	84.4%	65.1%	73.4%	10,772	N.A.	N.A.
1968-69	80.2%	69.6%	73.6%	9,782	N.A.	N.A.
1969-70	76.8%	61.5%	68.0%	13,600	76.6%	615
1970-71	64.4%	47.4%	54.8%	15,522	66.2%	877
1971-72	55.0%	38.5%	45.4%	16,089	68.4%	1,164
1972-73	52.4%	40.4%	45.4%	15,469	61.1%	1,880
1973-74	53.9%	42.0%	46.8%	12,222	64.0%	1,486
1974-75	48.3%	39.8%	43.4%	14,160	61.0%	2,137
1975-76	40.8%	34.2%	37.1%	8,353	43.9%	1,718
1976-77	46.2%	38.0%	41.7%	7,558	50.5%	1,707
1977-78	49.2%	39.5%	43.7%	6,756	54.4%	1,681
1978-79	54.5%	45.4%	49.5%	5,492	65.0%	1,387
1979-80	54.9%	49.6%	51.9%	4,384	64.6%	1,099
1980-81	50.6%	41.9%	46.0%	4,309	52.1%	1,092
1981-82	46.7%	38.3%	42.5%	3,850	50.1%	956
1982-83	42.4%	36.2%	39.3%	3,835	52.5%	1,079
1983-84	42.6%	42.8%	42.7%	3,917	45.7%	1,022

NOTE: Information was taken from the "Occupational Follow-up of Supply of Illinois Teachers" form. All information was provided by Placement Offices of Illinois colleges and universities. The number of graduates reported each year in the Table above is usually slightly less than the total number prepared.

FIGURE 1

A Comparison of Teacher Supply and Demand in Illinois Public Schools: Elementary Level



POTENTIAL SUPPLY: An Estimate of Total Supply - New Teacher Graduates And Previously Trained Teachers in The Reserve Pool.

NEW SUPPLY: New Teacher Graduates Prepared by Illinois Colleges And Universities.

TOTAL DEMAND: Estimated Total Incoming Teachers (Beginning And Reentering) In Illinois Public Schools.

NEW (BEGINNING) DEMAND: Persons Hired As Teachers For The First Time (With No Previous Experience.)

NOTE: This graph was constructed using data presented in Table 6.

2813h

teaching force increased. These data suggest that, generally speaking, supply may be sufficient to meet demand in the immediate future, i.e. the next 3 or 4 years. Further increases in demand, however, without corresponding increases in supply, will create a better market for those seeking employment at the elementary level, while making it more difficult for school district superintendents to find qualified candidates.

Secondary Teachers

The supply and demand for secondary teachers has shown a greater imbalance than for the elementary level for a number of years. As with elementary teachers, both supply and demand have been decreasing for over a decade, but the new supply of secondary teacher graduates from Illinois colleges and universities has been substantially greater than total demand during each of those years. The year 1984-85, however, marks the end of that trend. Demand for secondary teachers has increased. Supply remained relatively stable. Other statistical indicators suggest an increase in employment opportunities for secondary-level teachers.

The number of Illinois graduates completing preparation for standard teaching certificates at the secondary level in 1984-85 was 2,066, an increase of 49 over 1983-84, but 42 less than the number prepared in 1982-83. (See Tables 1, 2, and 3). These numbers are expected to remain relatively stable during the next two years.

Demand for secondary teachers increased by 47% in 1984-85. The number of teachers hired was 1,595, an increase of 509 over 1983-84. Increases were experienced for both beginning teachers and reentering teachers, although reentering teaches still accounted for about 3 out of every 5 teachers hired (58%). The demand in 1984-85 was comparable to the number of secondary teachers hired in Illinois in 1981-82 (see Tables 11 and 12).

The ratio of new secondary teachers prepared to the number of new secondary teachers hired has been over 5 to 1 during recent years. That ratio dropped to 3 to 1 in 1984-85. The increase in demand and the drop in the ratio of newly prepared personnel to newly hired personnel provide evidence of an increase in employment opportunities for secondary teachers.

Other indicators regarding supply and demand also suggest an improved market for persons preparing for teaching positions at the secondary level. The total teaching force, 28,904, remained about the same, increasing by only 12 over 1983-84, but demand as a percent of the total teaching force increased from 3.8% to 5.5%. Though the teaching force increased very slightly, primarily because of increases in staff in the City of Chicago, this was the first increase in over 10 years. (See Tables 5 and 11).

Tables 7 and 8 show that turnover of secondary teachers decreased slightly at the end of the 1983-84 school year, both in absolute numbers and as a percentage of the teaching force. While turnover varies considerably among specific subject areas, the overall rate for secondary teachers in downstate schools was 6.6%.

A very positive indicator of greater job opportunities for secondary teachers was an increase in the percentage of graduates employed one year after graduation. Placement directors reported that 42.8% of the 1983-84 graduates were employed as teachers during 1984-85. Only 36.2% of the graduates were hired a year earlier.

Table 11

ANNUAL CHANGES IN THE NUMBER OF FULL-TIME DOWNSTATE ILLINOIS HIGH SCHOOL TEACHERS FROM 1983-84 TO 1984-85

MAIN ASSIGNMENT	TOTAL NUMBER OF TEACHERS				BEGINNING TEACHERS 1984-85		REENTERING TEACHERS 1984-85		TOTAL INCOMING TEACHERS 1984-85		TURNOVER OF TEACHERS 1983-84	
	1983-84	1984-85	Annual Change	Annual Percent Change	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
Agriculture	370	355	-15	-4.05	23	6.48	12	3.38	35	9.86	49	13.24
Art	619	593	-26	-4.20	5	0.84	13	2.19	18	3.04	39	6.30
Bilingual Education	39	41	2	5.13	1	2.44	2	4.88	3	7.32	2	5.13
Business	1,923	1,931	8	0.42	50	2.59	55	2.85	105	5.44	111	5.77
Consumer Education	111	112	1	0.90	0	0.00	5	4.46	5	4.46	10	9.01
Driver Education	765	752	-13	-1.70	3	0.40	5	0.66	8	1.06	30	3.92
English & Language Arts	3,865	3,887	22	0.57	83	2.14	186	4.79	269	6.92	261	6.75
Foreign Language	1,171	1,205	34	2.90	26	2.16	59	4.90	85	7.05	87	7.43
Health Education	314	320	6	1.91	6	1.88	3	0.94	9	2.81	22	7.01
Health Occupations	54	54	0	0.00	0	0.00	1	1.85	1	1.85	6	11.11
Home Economics	1,004	972	-32	-3.19	16	1.65	34	3.50	50	5.14	71	7.07
Industrial Arts	1,748	1,632	-116	-6.64	39	2.39	28	1.72	67	4.11	154	8.81
Mathematics	2,605	2,708	103	3.95	76	2.81	118	4.36	194	7.16	155	5.95
Music	910	870	-40	-4.40	41	4.71	39	4.48	80	9.20	103	11.32
Natural Science	2,371	2,435	64	2.70	81	3.33	90	3.70	171	7.02	132	5.57
Physical Education	2,774	2,709	-65	-2.34	63	2.33	55	2.03	118	4.36	158	5.70
Remedial Reading[a]	176	195	19	10.80	3	1.54	10	5.13	13	6.67	11	6.25
Social Science	2,225	2,212	-13	-0.58	46	2.08	43	1.94	89	4.02	107	4.81
Vocational Education[b]	335	329	-6	-1.79	2	0.61	11	3.34	13	3.95	23	6.87
Other Subjects	198	197	-1	-0.51	3	1.52	13	6.60	16	8.12	16	8.08
Total Full-Time	23,577	23,509	-68	-0.29	567	2.41	782	3.33	1,349	5.74	1,547	6.56
Total Part-Time	1,391	1,411	20	1.44	159	11.27	320	22.68	479	33.95	328	23.58

NOTE: This information was taken from the 1983-84 and 1984-85 Teacher Service Record forms collected by the Illinois State Board of Education and includes regular full-time teachers in all Illinois public school districts, except the Chicago Public School District.

[a] Includes both remedial reading teachers and Title I ESEA teachers. It is estimated that about 90 percent of Title I teachers teach remedial reading.

[b] Includes teachers of vocational work/study programs and career study courses. Teachers of specific vocational skills are included in the respective subject areas.

Table 12

CHANGES IN THE SUPPLY/DEMAND BALANCE: SECONDARY TEACHERS

SCHOOL YEAR	TOTAL NUMBER OF TEACHERS	NEW SUPPLY	POTENTIAL SUPPLY	BEGINNING DEMAND	REENTERING DEMAND	TOTAL DEMAND	DEMAND AS A PERCENT OF TOTAL STAFF
1975-76	34,203	6,781	8,018	1,726	1,237	2,963	8.7%
1976-77	33,394	5,501	6,511	1,434	1,010	2,444	7.3%
1977-78	33,752	4,887	6,175	1,434	1,288	2,722	8.1%
1978-79	33,201	3,970	5,359	1,353	1,389	2,742	8.3%
1979-80	32,455	3,413	4,692	1,050	1,279	2,329	7.8%
1980-81	31,693	2,752	3,841	811	1,089	1,900	6.0%
1981-82	30,803	2,488	3,452	655	964	1,619	5.3%
1982-83	29,947	2,374	3,101	475	727	1,202	4.0%
1983-84	28,892	2,108	2,791	403	683	1,086	3.8%
1984-85	28,904	2,017	2,949	663	932	1,595	5.5%

NOTE: Information on the new supply of teachers was provided by Illinois university and college personnel on the "New Supply of Illinois Instructional Personnel" form collected annually by the Illinois State Board of Education. The total number of teachers and the demand data are taken from the Teacher Service Record forms completed by local districts and collected by the Illinois State Board of Education and include full-time regular teachers only, including teachers in the Chicago Public School District.

DEFINITIONS:

TOTAL NUMBER OF TEACHERS The total teaching force employed during a given year in Illinois public schools.

NEW SUPPLY New teacher graduates prepared by Illinois colleges and universities.

POTENTIAL SUPPLY An estimate of total supply: New teacher graduates and previously trained teachers in the reserve pool. Potential supply is estimated by adding new supply to the number of reentering teachers hired each year.

NEW (BEGINNING) DEMAND Persons hired as teachers for the first time (with no previous experience).

REENTERING DEMAND Persons hired as teachers who have taught in the past, have left teaching for at least one year, and are again employed as teachers.

TOTAL DEMAND Estimated total incoming teachers (beginning and reentering) in Illinois public schools.

Figure 2 shows changes in the supply and demand for secondary teachers from 1975-76 to 1984-85. The increase in demand, as well as the other statistics discussed above for 1984-85, are the first major indication of a changing trend during this period of time. However, because the number of persons prepared to teach high school has been so much greater than the number of persons hired during recent years, general shortages are not expected during the next 3 to 4 years in Illinois. There are, nevertheless, major exceptions among specific teaching specialties. These exceptions are reviewed in a different section of this report. Prospective high school teachers, however, will find that opportunities for employment have substantially increased in 1984-85.

Special Education Teachers

Trends in the supply and demand for special education teachers in Illinois have been more erratic than trends in the supply and demand for elementary and secondary teachers. Current 1984-85 data, however, show that overall demand for teachers in this specialty also increased, breaking a three-year trend of decreasing demand. A moderate to severe shortage of special education teachers, depending upon the specific assignment, had previously been reported in Illinois. The increase in demand in 1984-85 suggests that this teaching field, more than the elementary and secondary levels, will experience a greater need for teachers in the immediate future.

The new supply of special education teachers has decreased only slightly since 1980-81, but the declining trend has continued during the last academic year. Approximately 1,257 new teachers were prepared to fill special education classes in 1984-85, a decrease of only 25 from 1983-84 (see Table 14). The numbers, however, vary considerably within specific teaching specialties. (See Tables 1 and 13.)

Total demand for special education teachers has fluctuated below and above the number of new persons prepared during the last 10 years. In fact, 1983-84 demand had decreased by 50% from 1980-81. In 1984-85, however, demand for special education teachers was 1,336, 330 more than in 1983-84 and 79 more than the number of new persons prepared during this same year. (See Table 14.)

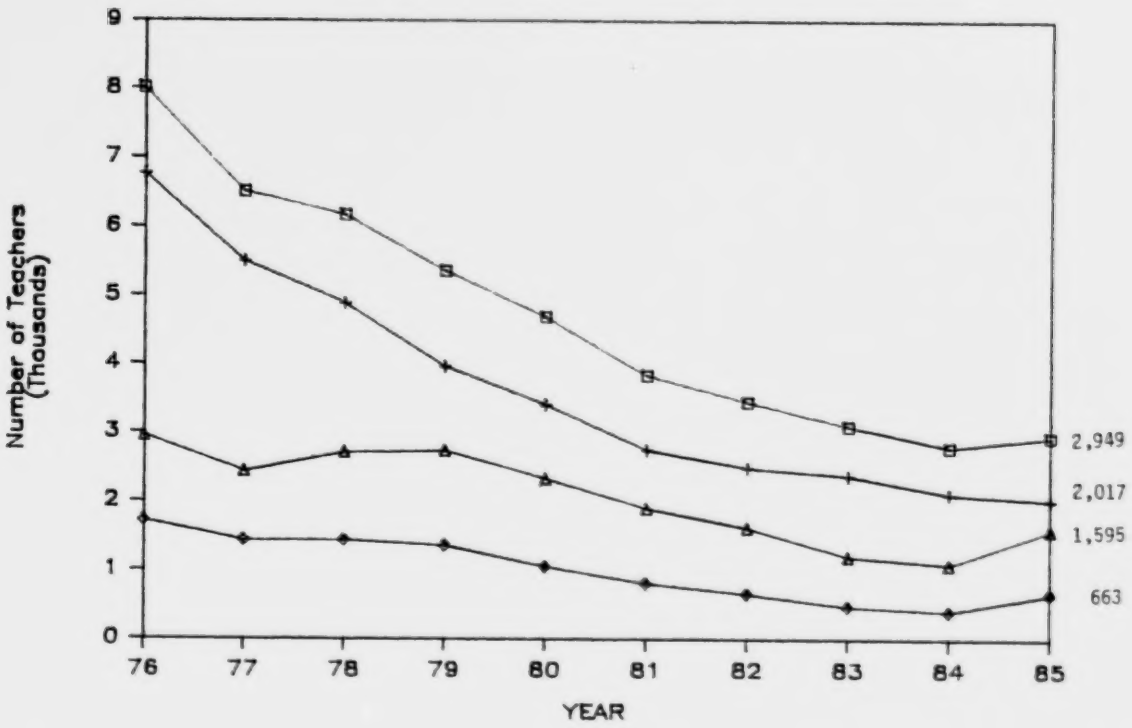
As with elementary and secondary teachers, more special education teachers were hired from the reserve pool than from the beginning pool. Table 14 shows that well over half (56%) of the 1,336 teachers hired in 1984-85 were experienced, reentering teachers. The total demand was slightly less than the number of special education teachers hired in 1981-82 (1,527).

During recent years almost three times as many new special education teachers were prepared as were hired (2.9 to 1). In 1984-85 the ratio of newly prepared special education teachers to newly hired first-time teachers was 2 to 1. This change, together with the fact that the total teaching force in special education increased by 243 and that demand as a percent of the total teaching force increased from 9.0% to 11.7%, suggests that the need for special education teachers has become greater in 1984-85. (See Tables 13 and 14).

Turnover for special education teachers decreased slightly, from 9.6% to 9.1% (Table 8), and the percentage of new Illinois teacher graduates who entered teaching (45.7%) represents a decrease of 6.8% from 1983-84. (See

FIGURE 2

A Comparison of Teacher Supply and Demand in Illinois Public Schools: Secondary Level



POTENTIAL SUPPLY: An Estimate of Total Supply - New Teacher Graduates And Previously Trained Teachers in The Reserve Pool.

NEW SUPPLY: New Teacher Graduates Prepared by Illinois Colleges And Universities.

TOTAL DEMAND: Estimated Total Incoming Teachers (Beginning And Reentering) In Illinois Public Schools.

NEW (BEGINNING) DEMAND: Persons Hired As Teachers For The First Time (With No Previous Experience.)

NOTE: This graph was constructed using data presented in Table 12.

2813h

Table 13

ANNUAL CHANGES IN THE NUMBER OF FULL-TIME DOWNSTATE ILLINOIS SPECIAL EDUCATION TEACHERS FROM 1983-84 TO 1984-85

MAIN ASSIGNMENT	TOTAL NUMBER OF TEACHERS 1983-84	TOTAL NUMBER OF TEACHERS 1984-85	Annual Change	Annual Percent Change	BEGINNING TEACHERS 1984-85 Number	BEGINNING TEACHERS 1984-85 Percent of Total	REENTERING TEACHERS 1984-85 Number	REENTERING TEACHERS 1984-85 Percent of Total	TOTAL INCOMING TEACHERS 1984-85 Number	TOTAL INCOMING TEACHERS 1984-85 Percent of Total	TURNOVER OF TEACHERS 1983-84 Number	TURNOVER OF TEACHERS 1983-84 Percent of Total
EMH	1,698	1,671	-27	-1.59	73	4.37	82	4.91	155	9.28	134	7.89
Deaf & Hearing Impaired	453	456	3	0.66	28	6.14	28	6.14	56	12.28	49	10.82
Early Childhood	482	493	11	2.28	20	4.06	28	5.68	48	9.74	48	9.96
Educ. Handicapped	327	304	-23	-7.03	9	2.96	13	4.28	22	7.24	28	8.56
Learning Disabled	4,071	4,202	131	3.22	183	4.36	267	6.35	450	10.71	358	8.79
Phys. Handicapped	161	158	-3	-1.86	11	6.96	7	4.43	18	11.39	19	11.80
Soc/Emo Disorders	1,134	1,233	99	8.73	100	8.11	128	10.38	228	18.49	115	10.14
Speech & Language Imp.	1,459	1,479	20	1.37	75	5.07	73	4.94	148	10.01	132	9.05
TMH	585	596	11	1.88	35	5.87	47	7.89	82	13.76	51	8.72
Visually Impaired	145	138	-7	-4.83	11	7.97	8	5.80	19	13.77	20	13.79
Multihandicapped	112	116	4	3.57	12	10.34	4	3.45	16	13.79	9	8.04
Sev/Profoundly Hcp.	119	127	8	6.72	13	10.23	12	9.45	25	19.69	16	13.45
Other/General Sp. Ed.	416	432	16	3.85	22	5.09	47	10.88	69	15.97	36	8.65
TOTAL FULL-TIME STAFF	11,162	11,405	243	2.18	592	5.19	744	6.52	1,336	11.71	1,015	9.09
Total Part-Time Staff	816	858	42	5.15	69	8.04	187	21.79	256	29.84	168	20.59

NOTE: This information was taken from the 1983-84 and 1984-85 Teacher Service Record forms collected by the Illinois State Board of Education and includes regular full-time teachers in all Illinois public school districts, except the Chicago Public School District.

Table 14

CHANGES IN THE SUPPLY/DEMAND BALANCE: SPECIAL EDUCATION TEACHERS

SCHOOL YEAR	TOTAL NUMBER OF TEACHERS	NEW SUPPLY	POTENTIAL SUPPLY	BEGINNING DEMAND	REENTERING DEMAND	TOTAL DEMAND	DEMAND AS A PERCENT OF TOTAL STAFF
1975-76	8,048	1,975	2,547	950	572	1,522	18.9%
1976-77	8,410	1,951	2,446	720	495	1,215	14.4%
1977-78	9,059	2,099	2,839	840	740	1,580	17.4%
1978-79	9,888	2,043	2,886	996	843	1,839	18.6%
1979-80	10,511	1,497	2,481	1,015	984	1,999	19.0%
1980-81	11,318	1,504	2,638	964	1,134	2,098	18.5%
1981-82	11,363	1,368	2,179	716	811	1,527	13.4%
1982-83	11,316	1,337	2,035	509	698	1,207	10.7%
1983-84	11,162	1,282	1,850	438	568	1,006	9.0%
1984-85	11,405	1,257	2,001	592	744	1,336	11.7%

NOTE: Information on the new supply of teachers was provided by Illinois university and college personnel on the "New Supply of Illinois Instructional Personnel" form collected annually by the Illinois State Board of Education. The total number of teachers and the demand data are taken from the Teacher Service Record forms completed by local districts and collected by the Illinois State Board of Education and include full-time regular teachers only, excluding teachers in the Chicago Public School District.

DEFINITIONS:

TOTAL NUMBER OF TEACHERS The total teaching force employed during a given year in Illinois public schools.

NEW SUPPLY New teacher graduates prepared by Illinois colleges and universities.

POTENTIAL SUPPLY An estimate of total supply: New teacher graduates and previously trained teachers in the reserve pool. Potential supply is estimated by adding new supply to the number of reentering teachers hired each year.

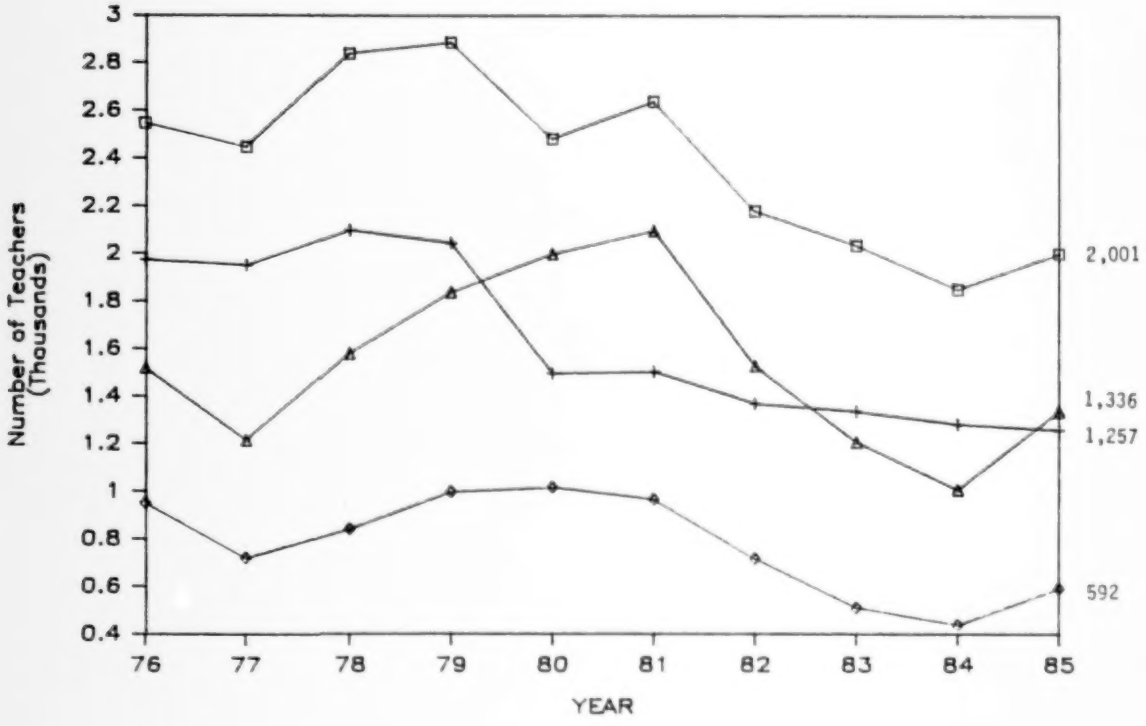
NEW (BEGINNING) DEMAND Persons hired as teachers for the first time (with no previous experience).

REENTERING DEMAND Persons hired as teachers who have taught in the past, have left teaching for at least one year, and are again employed as teachers.

TOTAL DEMAND Estimated total incoming teachers (beginning and reentering) in Illinois public schools.

FIGURE 3

A Comparison of Teacher Supply and Demand in Illinois Public Schools: Special Education



POTENTIAL SUPPLY: An Estimate of Total Supply - New Teacher Graduates And Previously Trained Teachers in The Reserve Pool.

NEW SUPPLY: New Teacher Graduates Prepared by Illinois Colleges And Universities.

TOTAL DEMAND: Estimated Total Incoming Teachers (Beginning And Reentering) In Illinois Public Schools.

NEW (BEGINNING) DEMAND: Persons Hired As Teachers For The First Time (With No Previous Experience.)

NOTE: This graph was constructed using data presented in Table 14.

2813h

Table 10.) Normally, these changes would suggest a corresponding decrease in demand, but, as noted, there was an increase in demand. However, both the turnover of special education teachers and the percentage employed as teachers a year after graduation while showing decreases in 1984-85, are still greater than comparable statistics for elementary and secondary teachers.

The supply and demand balance for special education teachers can be described as one in transition, but also as one that is less predictable than balances for elementary and secondary teachers. Quickly changing demand, as illustrated in Figure 3, requires that conclusions about employment opportunities for special education teachers be qualified. Nevertheless, shortages of special education teachers currently exist. Data suggest that the need for teachers in this specialty will continue and perhaps become greater in the immediate future.

Exceptions to General Trends

The terms teacher shortage and teacher oversupply must be qualified if used in a general manner to include all teaching subjects and all geographic locations. Frequently, major differences in the supply/demand balance exist among specific teaching specialties and in different geographic regions. These statements are especially true about supply/demand balances for teachers in Illinois.

Illinois is a large state with great differences in the size and wealth of its 1,000 operating school districts. There is a high correlation between size, location, and level of teacher salaries (ISBE, 1985). Generally, large urban and suburban districts have higher salary levels than small, rural districts. It is logical to assume that larger districts are better able to employ teachers with training in just one field of concentration. Superintendents in smaller districts may have to search for teachers with two or three teaching specialties to better meet the needs of their districts. Both of these factors suggest that, in general, the smaller, rural district is going to have a more difficult time recruiting and hiring qualified candidates, even during periods of general statewide oversupply of teachers. Certainly, during periods of teacher shortage, the smaller, lower-paying districts will experience greater difficulty in finding qualified staff.

While difficult to quantify, this situation seems to prevail in Illinois. Frequently, during professional meetings of school superintendents and directors of personnel, persons representing small, rural communities cite problems in finding a sufficient number of qualified applicants for their vacant positions. At the same time, directors of personnel from the larger, better paying metropolitan districts are announcing that there is no shortage of teachers--of any kind. Frequently, statistics are quoted indicating that as many as 3,000 applications may be received for as few as 100 job openings. Shortages experienced by smaller, rural districts under these circumstances may be because of an unequal distribution of available candidates not an insufficient number of persons prepared to teach.

Similar distribution problems exist among the different teaching specialties found in Illinois. The identification of teacher oversupply or teacher shortage among various subject fields is relative, depending upon the ratio

of the number of persons prepared to the number of available positions. Table 15 provides this comparison, showing the number of persons prepared to teach in selected subject areas and the number of beginning teachers employed in Illinois public schools. The data in Table 15 suggest that the teaching fields where there is the greatest need for teachers include mathematics, natural science, English-language arts, foreign languages, and special education. Areas where there is a relative oversupply include health education, physical education, the social sciences, art, and perhaps industrial/vocational education and elementary-regular instruction. The presentation of these data does not take into account the reserve pool of teachers in these specialty areas. However, it provides one indication of where general oversupply and shortage exist.

Table 16 provides more detail than Table 15 for specific teaching areas in special education. While an index cannot always be calculated for these teachers because of the existence of teaching assignments which cross the boundaries of traditional certification endorsement areas, it is clear that when compared to assignments such as those for teachers of the severe/profoundly handicapped or multihandicapped, there is a relative oversupply of EMH and TMH teachers.

These findings are further supported by data presented in Table 17. It is shown that college and university placement directors, based upon their experiences in finding qualified applicants for available teaching positions, rate physical education, health education, art, the social sciences, and perhaps, elementary instruction as areas of teacher oversupply. Shortages are identified in mathematics, the natural sciences, special education, and the foreign languages. In most other areas, including positions for administrators, supply and demand are more equal. More detail on the number of persons prepared and hired as administrators is presented in Table 18, but again, indices cannot be calculated because of the ability to use administrative certificates for a large number of different types of administrative positions.

Additional sources of information on areas of teacher shortage include reports of unfilled teaching positions. Table 19 shows the number and types of vacancies reported by local school superintendents during the fall of 1985. The total number of vacancies, 512, is double the number reported in 1984, 275, but the unfilled positions include licensed personnel such as physical or occupational therapists used as special education staff, as well as certificated personnel. The data represent different time periods of the school year. The 1984 figure represents vacancies as of November 1; the 1985 figure represents vacancies during the first week of school in the fall. The data nevertheless, indicate an increase in employment opportunities. Specific teaching specialties most frequently identified as vacant by school superintendents include special education, 285 positions (especially Behavior Disorder Teachers and teachers of the speech and language impaired) and bilingual education, 42 positions.

Statewide trends do not provide information about specific subject-area or geographic needs. Smaller, rural, low-paying districts will have a more difficult time attracting and keeping qualified teachers. Given the increase in demand this year, these districts will be the first to experience more severe teacher shortages if supply does not increase accordingly. Nevertheless, all districts may currently compete for a limited number of applicants in mathematics, natural sciences, special education, and the foreign languages. Competition is expected to be less severe for teachers of health education, physical education, the social sciences, and art.

Table 15

A COMPARISON OF THE NUMBER OF GRADUATES PREPARED TO TEACH IN SELECTED SUBJECT AREAS DURING 1983-84 WITH THE NUMBER OF BEGINNING TEACHERS EMPLOYED IN ILLINOIS PUBLIC SCHOOLS IN 1984-85

Subject Area	Rank	Newly Prepared Teachers (Supply)	Full-time & Part-time Beginning Teachers (Demand)	Supply/ Demand Index
Health Education	1	52	16	3.25
Physical Education	2	560	212	2.64
Social Sciences	3	211	81	2.60
Art	4	141	57	2.47
Industrial/Vocational Education	5	186	81	2.30
Elementary-Regular Instruction	6	1,897	834	2.27
Business Education	7	127	62	2.05
Music	8	300	149	2.01
Home Economics	9	79	41	1.93
Special Education	10	1,257	765	1.64
Foreign Languages	11	86	57	1.51
English-Language Arts	12	231	207	1.12
Natural Science	13	132	151	0.87
Mathematics	14	133	155	0.86

NOTE: The new supply of teachers was taken from the "New Supply of Illinois Instructional Personnel" forms which were completed by Illinois colleges and universities preparing teachers and collected by the Illinois State Board of Education. The number of beginning teachers was taken from the Teacher Service Record forms which are collected by the Illinois State Board of Education and include part-time and full-time teachers in all Illinois public school districts, including the Chicago Public School System.

Table 16

A COMPARISON OF THE NUMBER OF SPECIAL EDUCATION TEACHERS PREPARED DURING 1983-84 WITH THE NUMBER OF BEGINNING TEACHERS EMPLOYED IN ILLINOIS PUBLIC SCHOOLS IN 1984-85

Number of Persons Completing Preparation for Certificates for the First Time by Major Area of Specialization		Number of Full-Time and Part-Time Beginning Teachers with No Previous Experience	
Learning Disabled	357	Learning Disabled	215
EMH	270	EMH	79
Social/Emotional Disorders	194	Social/Emotional Disorders*	110
Speech and Language Impaired	178	Speech and Language Impaired	89
TMH	98	TMH	36
Deaf and Hearing Impaired	92	Deaf and Hearing Impaired	35
Physically Handicapped	32	Physically Handicapped	11
Visually Impaired	23	Visually Impaired	12
Severe/Profoundly Handicapped	0	Early Childhood Teacher	24
Other Special Education	13	Multihandicapped	12
Total	1,257	Severe/Profoundly Handicapped	14
		Other Special Education	24
		Total	661

NOTE: The number of newly prepared persons was obtained from the "New Supply of Illinois Instructional Personnel" form completed by deans and directors of education from Illinois colleges and universities. The number of beginning teachers was obtained from the Teacher Service Record, Illinois State Board of Education and from data obtained from the Personnel File for Chicago Board of Education Teachers.

*The category, Social/Emotional Disorders, includes teachers with major assignments in Behavior Disorders and Educational Handicapped.

Table 17
TEACHER SUPPLY AND DEMAND AS RATED BY PLACEMENT DIRECTORS
FROM ILLINOIS COLLEGES AND UNIVERSITIES: 1984-85

RATING CODE

A zero means the supply equals the demand.
A -1 through -5 represents an increasing degree of teacher shortage.
A 1 through 5 represents an increasing degree of teacher oversupply.

Extreme Teacher Shortage -5	-4	-3	-2	Slight Teacher Shortage -1	Supply Equals Demand 0	Slight Teacher Oversupply 1	2	3	4	Extreme Teacher Oversupply 5
AREA OF PREPARATION AND NUMBER OF RATERS				RANK ORDER 1984-85		AVERAGE (MEAN) RATING* 1984-85	1983-84	1982-83		1981-82
ELEMENTARY SCHOOL TEACHERS										
Physical Education - (29)				1		+2.4	+2.9	+2.9		+2.3
Health Education (K-8) - (16)				2		+1.8	+2.2	+2.0		+1.6
Art (K-8) - (24)				3		+1.7	+2.1	+1.9		+1.8
Regular Elem. Instruction - (46)				4		+1.3	+1.7	+2.2		+1.9
Music (K-8) - (30)				5		+0.4	+1.0	+0.7		+0.3
Early Childhood (Pre-Kindergarten) - (23)				6		+0.3	+0.0	+0.6		+1.0
Foreign Languages - (18)				7		-0.6	+0.6	+1.0		+0.7
JUNIOR HIGH SCHOOL TEACHERS										
Social Science - (30)				1		+1.7	+1.9	+1.9		+2.2
Home Economics - (16)				2		+1.4	+1.8	+1.8		+1.1
Industrial Arts - (13)				3		+0.5	+0.2	-1.0		-1.9
Language Arts - (29)				4		+0.2	+0.3	+0.6		+0.3
Natural Science - (31)				5		-2.0	-2.0	-2.1		-1.9
Mathematics - (33)				6		-2.6	-2.9	-3.0		-2.7
HIGH SCHOOL TEACHERS										
Physical Education - (36)				1		+2.4	+2.9	+2.8		+2.4
Psychology - (22)				2		+2.0	+2.8	+2.9		+2.6
Health Education - (15)				3		+2.0	+2.1	+1.4		+1.1
Sociology - (25)				4		+1.9	+2.7	+3.0		+2.3
History - (39)				5		+1.5	+2.2	+2.3		+2.3
Government, Civics & Political Science - (29)				6		+1.4	+2.2	+2.3		+2.0
Health Occupations - (9)				7		+1.3	+0.4	+0.9		+0.9
"Other" H.S. Teachers - (3)				8		+1.3	+0.8	+1.0		-1.0
Geography - (19)				9		+1.3	+1.8	+1.7		+2.0
Home Economics - (14)				10		+1.0	+1.6	+1.2		+0.4
Art - (33)				11		+1.0	+1.5	+1.7		+1.6
Driver and Safety Ed. - (14)				12		+0.9	+1.8	+1.4		+1.0
Economics - (23)				13		+0.9	+1.4	+2.3		+1.5
Speech and Drama - (29)				14		+0.7	+1.3	+1.6		+1.0
Business Education - (20)				15		+0.5	+0.4	+0.3		-0.3
Music - (33)				16		+0.4	+0.5	+0.5		+0.4
Coop. Voc. Ed. Program - (9)				17		+0.3	-0.5	-1.9		-1.6
Journalism - (16)				18		+0.3	+1.4	+1.4		+0.6
Industrial Arts (General) - (11)				19		+0.2	-0.4	-1.5		-2.8
Russian - (10)				20		+0.1	-0.1	-0.1		-0.5
English - (43)				21		+0.0	+0.0	+0.5		+0.2
German - (22)				22		-0.1	+0.7	+0.9		+0.7
Industrial Occupations - (9)				23		-0.2	-0.2	-0.5		-1.4
Latin - (13)				24		-0.2	-0.5	+0.1		-1.3
French - (27)				25		-0.4	+0.4	+0.9		+0.7
Agriculture - (8)				26		-1.0	-1.3	-2.5		-3.4
Earth Science - (24)				27		-1.0	-1.1	-0.8		-1.1
Biology - (43)				28		-1.2	-1.2	-1.0		-1.5
Spanish - (29)				29		-1.2	-0.3	+0.1		+0.1
General Science - (29)				30		-1.4	-1.5	-1.3		-1.3
Mathematics - (42)				31		-2.8	-3.2	-3.4		-2.9
Chemistry - (38)				32		-2.9	-2.8	-2.6		-2.7
Physics - (37)				33		-3.3	-3.0	-2.8		-3.0

Table 16

A COMPARISON OF THE NUMBER OF SPECIAL EDUCATION TEACHERS PREPARED DURING 1983-84 WITH THE NUMBER OF BEGINNING TEACHERS EMPLOYED IN ILLINOIS PUBLIC SCHOOLS IN 1984-85

Number of Persons Completing Preparation for Certificates for the First Time by Major Area of Specialization		Number of Full-Time and Part-Time Beginning Teachers with No Previous Experience	
Learning Disabled	357	Learning Disabled	215
EMH	270	EMH	79
Social/Emotional Disorders	194	Social/Emotional Disorders*	110
Speech and Language Impaired	178	Speech and Language Impaired	89
TMH	98	TMH	36
Deaf and Hearing Impaired	92	Deaf and Hearing Impaired	35
Physically Handicapped	32	Physically Handicapped	11
Visually Impaired	23	Visually Impaired	12
Severe/Profoundly Handicapped	0	Early Childhood Teacher	24
Other Special Education	13	Multihandicapped	12
Total	1,257	Severe/Profoundly Handicapped	14
		Other Special Education	24
		Total	661

NOTE: The number of newly prepared persons was obtained from the "New Supply of Illinois Instructional Personnel" form completed by deans and directors of education from Illinois colleges and universities. The number of beginning teachers was obtained from the Teacher Service Record, Illinois State Board of Education and from data obtained from the Personnel File for Chicago Board of Education Teachers.

*The category, Social/Emotional Disorders, includes teachers with major assignments in Behavior Disorders and Educational Handicapped.

Table 17
TEACHER SUPPLY AND DEMAND AS RATED BY PLACEMENT DIRECTORS
FROM ILLINOIS COLLEGES AND UNIVERSITIES: 1984-85

RATING CODE

A zero means the supply equals the demand.
A -1 through -5 represents an increasing degree of teacher shortage.
A 1 through 5 represents an increasing degree of teacher oversupply.

Extreme Teacher Shortage -5	-4	-3	-2	Slight Teacher Shortage -1	Supply Equals Demand 0	Slight Teacher Oversupply 1	2	3	4	Extreme Teacher Oversupply 5
AREA OF PREPARATION AND NUMBER OF RATERS				RANK ORDER 1984-85		AVERAGE (MEAN) RATING* 1984-85	1983-84	1982-83		1981-82
ELEMENTARY SCHOOL TEACHERS										
Physical Education - (29)				1		+2.4	+2.9	+2.9		+2.3
Health Education (K-8) - (16)				2		+1.8	+2.2	+2.0		+1.6
Art (K-8) - (24)				3		+1.7	+2.1	+1.9		+1.8
Regular Elem. Instruction - (46)				4		+1.3	+1.7	+2.2		+1.9
Music (K-8) - (30)				5		+0.4	+1.0	+0.7		+0.3
Early Childhood (Pre-Kindergarten) - (23)				6		+0.3	+0.0	+0.6		+1.0
Foreign Languages - (18)				7		-0.6	+0.6	+1.0		+0.7
JUNIOR HIGH SCHOOL TEACHERS										
Social Science - (30)				1		+1.7	+1.9	+1.9		+2.2
Home Economics - (16)				2		+1.4	+1.8	+1.8		+1.1
Industrial Arts - (13)				3		+0.5	+0.2	-1.0		-1.9
Language Arts - (29)				4		+0.2	+0.3	+0.6		+0.3
Natural Science - (31)				5		-2.0	-2.0	-2.1		-1.9
Mathematics - (33)				6		-2.6	-2.9	-3.0		-2.7
HIGH SCHOOL TEACHERS										
Physical Education - (36)				1		+2.4	+2.9	+2.8		+2.4
Psychology - (22)				2		+2.0	+2.8	+2.9		+2.6
Health Education - (15)				3		+2.0	+2.1	+1.4		+1.1
Sociology - (25)				4		+1.9	+2.7	+3.0		+2.3
History - (39)				5		+1.5	+2.2	+2.3		+2.3
Government, Civics & Political Science - (29)				6		+1.4	+2.2	+2.3		+2.0
Health Occupations - (9)				7		+1.3	+0.4	+0.9		+0.9
"Other" H.S. Teachers - (3)				8		+1.3	+0.8	+1.0		-1.0
Geography - (19)				9		+1.3	+1.8	+1.7		+2.0
Home Economics - (14)				10		+1.0	+1.6	+1.2		+0.4
Art - (33)				11		+1.0	+1.5	+1.7		+1.6
Driver and Safety Ed. - (14)				12		+0.9	+1.8	+1.4		+1.0
Economics - (23)				13		+0.9	+1.4	+2.3		+1.5
Speech and Drama - (29)				14		+0.7	+1.3	+1.6		+1.0
Business Education - (20)				15		+0.5	+0.4	+0.3		-0.3
Music - (33)				16		+0.4	+0.5	+0.5		+0.4
Coop. Voc. Ed. Program - (9)				17		+0.3	-0.5	-1.9		-1.6
Journalism - (16)				18		+0.3	+1.4	+1.4		+0.6
Industrial Arts (General) - (11)				19		+0.2	-0.4	-1.5		-2.8
Russian - (10)				20		+0.1	-0.1	-0.1		-0.5
English - (43)				21		+0.0	+0.0	+0.5		+0.2
German - (22)				22		-0.1	+0.7	+0.9		+0.7
Industrial Occupations - (9)				23		-0.2	-0.2	-0.5		-1.4
Latin - (13)				24		-0.2	-0.5	+0.1		-1.3
French - (27)				25		-0.4	+0.4	+0.9		+0.7
Agriculture - (8)				26		-1.0	-1.3	-2.5		-3.4
Earth Science - (24)				27		-1.0	-1.1	-0.8		-1.1
Biology - (43)				28		-1.2	-1.2	-1.0		-1.5
Spanish - (29)				29		-1.2	-0.3	+0.1		+0.1
General Science - (29)				30		-1.4	-1.5	-1.3		-1.3
Mathematics - (42)				31		-2.8	-3.2	-3.4		-2.9
Chemistry - (38)				32		-2.9	-2.8	-2.6		-2.7
Physics - (37)				33		-3.3	-3.0	-2.8		-3.0

Table 17 (Continued)
TEACHER SUPPLY AND DEMAND AS RATED BY PLACEMENT DIRECTORS
FROM ILLINOIS COLLEGES AND UNIVERSITIES: 1984-85

RATING CODE

A zero means the supply equals the demand.
A -1 through -5 represents an increasing degree of teacher shortage.
A 1 through 5 represents an increasing degree of teacher oversupply.

Extreme Teacher Shortage -5	-4	-3	-2	Slight Teacher Shortage -1	Supply Equals Demand 0	Slight Teacher Oversupply 1	2	3	4	Extreme Teacher Oversupply 5
AREA OF PREPARATION AND NUMBER OF RATERS				RANK ORDER 1984-85	AVERAGE (MEAN) RATING* 1984-85	1983-84	1982-83	1981-82		
SPECIALIZED PERSONNEL										
Career/Voc. Counselor - (8)				1	+0.8	+0.8	+1.4	+0.4		
Guidance Counselor - (17)				2	+0.6	+1.7	+1.7	1.3		
Instructional Media Coordinator - (10)				3	+0.2	+0.3	+0.2	+0.7		
Librarian - (9)				4	-0.1	+0.0	+0.3	-0.1		
School Nurse - (10)				5	-0.3	+0.4	-1.1	-0.3		
School Social Worker - (9)				6	-0.8	+0.4	+0.5	+0.3		
School Psychologist - (14)				7	-0.9	+0.1	+0.7	-0.5		
SPECIAL EDUCATION TEACHERS										
Remedial Reading - (19)				1	-0.7	+0.1	+0.1	-0.9		
Educable Mentally Handicapped - (17)				2	-0.9	-0.6	0.0	-0.8		
Trainable Mentally Handicapped - (16)				3	-1.0	-0.6	-0.8	-1.1		
"Other" Special Education - (9)				4	-1.2	-1.0	-1.9	-1.1		
Learning Disabilities - (22)				5	-1.3	-1.1	-1.1	-1.2		
Gifted Ed. Teacher - (10)				6	-1.5	+0.1	+0.2	-0.3		
Visually Impaired - (8)				7	-1.8	-1.7	-1.0	-2.4		
Physically Handicapped - (10)				8	-1.9	-0.4	-1.2	-2.6		
Emotional and Soc. Disorders - (18)				9	-2.1	-1.4	-1.4	-1.8		
Deaf & Hard of Hearing - (10)				10	-2.2	-1.0	-0.4	-1.6		
Speech and Language Impaired - (15)				11	-2.2	-1.6	-1.1	-2.4		
Severe/Profound Handicapped - (10)				12	-2.5	-2.0	-1.8	-2.1		
Bilingual Teacher - (15)				13	-2.9	-1.8	-1.7	-2.0		
ADMINISTRATORS										
Personnel Director - (12)				1	+1.4	+1.6	+1.7	+1.7		
Curriculum Director - (13)				2	+1.4	+1.3	+1.5	+1.3		
Principal - (17)				3	+1.3	+1.4	+1.6	+1.7		
Superintendent - (14)				4	+1.1	+1.1	+1.1	+1.4		
Research Director - (9)				5	+0.4	+1.1	+0.9	+0.7		
Voc. Ed. Administrators - (9)				6	+0.4	+0.5	-0.6	-0.3		
Business Manager - (10)				7	-0.3	+0.6	+0.1	-0.5		

* The mean ratings were calculated from individual ratings supplied by placement directors. Placement directors were asked to rate only those areas in which their institutions prepared certificated school personnel for which they had a definite opinion. The number of persons rating each specialty area is provided in parenthesis.

All information was provided by Illinois university and college placement personnel on the "Teacher Supply and Demand Rating Scale" form collected annually by the Illinois State Board of Education.

Table 18

A COMPARISON OF THE NUMBER OF PERSONS RECEIVING ADMINISTRATIVE CERTIFICATES IN 1983-84 WITH THE NUMBER OF FULL-TIME ADMINISTRATORS IN THEIR FIRST YEAR OF EXPERIENCE IN SELECTED ADMINISTRATIVE POSITIONS IN 1984-85

NUMBER OF PERSONS RECEIVING CERTIFICATES BY ENDORSEMENT AREA	
General Supervisory	149
General Administrative	678
Chief School Business Official	35
Superintendent	107
TOTAL	969

NUMBER OF ADMINISTRATORS IN THEIR FIRST YEAR OF EXPERIENCE IN IDENTIFIED POSITIONS	
Regional Superintendent	1
Assistant Regional Supt.	6
District Superintendent	116
Administrative Assistant	51
Assistant Dist. Supt.	51
Business Manager	23
Elementary Principal	182
Assistant Elm. Principal	18
Jr. High Principal	69
Asst. Jr. High Principal	46
High School Principal	92
Asst. High School Principal	63
Junior High Dean	15
Senior High Dean	65
Supervisor	114
Consultant	32
Coordinator	135
Director	101
TOTAL	1,180

NOTE: The number of persons receiving certificates was obtained from Illinois State Board of Education files, Department of Certification. The number of administrators with one year of experience in their respective positions was obtained from the Teacher Service Record, Illinois State Board of Education and includes all Illinois public school districts except Chicago District #299.

Table 19
UNFILLED POSITIONS: STATEWIDE TOTALS FOR
ALL EDUCATIONAL UNITS, SEPT., 1985*

CATEGORY	TITLE	TOTAL	PERCENT
Elementary Teachers	Kindergarten	8.0	1.56
	Standard Elementary Instructor	17.5	3.42
	Art (K-8)	1.5	0.29
	Music (K-8)	0.5	0.10
	Physical Education (K-8)	1.0	0.20
	Other Elementary	1.0	0.20
Junior High/Secondary Teachers	Art	4.5	0.88
	Driver and Safety Education	2.0	0.39
	English	4.0	0.78
	Reading	3.0	0.59
	Spanish	9.5	1.86
	Algebra	1.0	0.20
	Other Math	10.0	1.95
	Physical Education	1.0	0.20
	General Science	2.0	0.39
	Biology	1.0	0.20
	Earth Science	1.0	0.20
	Chemistry	1.0	0.20
	Physics	1.0	0.20
	Physical Science	1.0	0.20
	Agriculture	0.5	0.10
	Business Education	5.0	0.98
	Coop Vocational Education Program	2.0	0.39
	Industrial Arts (General)	4.5	0.88
	Industrial Occupations	2.5	0.49
	Other Jr. High/Secondary	0.8	0.16
Special Education Staff	Behavior Disorder	48.0	9.38
	Blind and Visually Impaired	3.5	0.68
	Cross-Categorical	20.0	3.91
	Deaf	5.0	0.98
	Hard of Hearing	1.1	0.21
	Early Childhood (Pre-K)	9.0	1.75
	Educable Mentally Handicapped	5.0	0.98
	Educationally Handicapped	2.0	0.39
	Learning Disabled	34.8	6.79
	Multihandicapped	3.0	0.58
	Severe/Profoundly Handicapped	1.0	0.20
	Speech and Language Impaired	32.0	6.25
	Trainable Mentally Handicapped	5.0	0.98
	Vocational Teacher for Special Ed.	2.5	0.48
	Adapted Physical Education	1.0	0.20
	Occupational Therapist	26.5	5.17
	Physical Therapist	23.5	4.59
	Prevocational Coordinator	4.0	0.78
	Program Assistant/Aide	21.0	4.10
	Speech Therapist	31.3	6.11
	Other Special Education	6.0	1.17
Administrators	Supervisor	5.5	1.07
	Special Education Supervisor	5.0	0.98
	Vocational Ed. Administrator	1.0	0.20
	Other Sp. Education Administrators	1.0	0.20
Specialized Personnel	Career/Vocational Counselor	1.0	0.20
	Guidance Counselor	6.4	1.25
	Librarian	18.0	3.51
	School Nurse	5.2	1.01
	School Psychologist	16.1	3.14
	School Social Worker	21.4	4.18
	Gifted Education Teacher	2.7	0.53
	Bilingual Teacher	41.5	8.10
	Chapter 1 Remedial Reading	7.5	1.46
	Non-Chapter 1 Remedial Reading	2.0	0.39
	Other Positions	5.6	1.09
	TOTAL	511.9	100.00%

*Includes elementary districts, secondary districts, unit districts, special education cooperatives, and area vocational centers.

Factors Affecting Teacher Supply and Demand

Historically, a number of factors have influenced the balance of teacher supply and demand. These factors include teacher turnover, decisions by the school district to increase or decrease course offerings, financial resources, teacher salaries, expectation or opportunity for employment, student enrollment, ease or difficulty of completing required training for entry into the profession, state requirements, job satisfaction, and the attractiveness of the profession. Some of these factors have increased or decreased in importance over time. Several, however, are frequently listed in articles and reports as having more significance. They include changing student enrollment, the aging teacher force and increased retirements, changes in State of Illinois mandates, and opportunities for employment.

Changes in Student Enrollment

Newspaper articles often identify an expected increase in student enrollment as a factor which will greatly affect the need for additional teachers. Frequently, those articles fail to distinguish between regional differences. A recently published report by the Illinois State Board of Education (1985) on public school enrollment states that an increase in student enrollment in Illinois is expected to be moderate and temporary. It states that "Total Illinois public school enrollment (K-12) is expected to continue to decline through 1989-90, then increase gradually for about 5 years, and subsequently decline again through the turn of the century." The changes in enrollment will first affect the elementary grades, then the secondary grades. Increases in elementary grades are expected to begin in 1986-87 at an average of 5600 students per year for seven years before declining again. (See Appendix A.) At an assumed ratio of 21.1 students per teacher (the current pupil/teacher ratio), an estimated 267 additional teachers or an average of about one teacher for every three districts with elementary grades, will be needed per year statewide during that period of time.

The increase in enrollment at the secondary level is expected to begin in 1991-92 at an average increase of 7,450 students per year for a six-year period. (See Appendix A.) Again, at an assumed ratio of 18.3 students per teacher, the current ratio, an estimated 407 additional teachers, or an average of about two teachers for every three districts with secondary grades, will be needed per year statewide during this time period..

These increases in student enrollment will certainly create an increase in the demand for teachers, but they are considered to be moderate and will occur gradually, allowing districts time to plan and adjust for staff changes. In any event, they will be temporary, and districts will have to plan for decreases in subsequent years. This analysis, of course, does not consider variations from district to district, and variations have been great among Illinois school districts relative to enrollment changes over the past 13 years.

Large changes in student enrollment in nonpublic schools could also have an effect on demand, but staff needs in nonpublic schools are difficult to document. The State Board of Education collects information on teacher demand in nonpublic schools (See Table 20), but the data are less reliable than for public schools. While nonpublic schools frequently hire

certificated staff for teaching positions, they are not required to do so, nor are nonpublic schools required to report staff statistics to the State Board of Education. Validity checks on staff statistics collected for nonpublic schools frequently identify a substantial amount of error relative to teacher demand. Nevertheless, nonpublic schools reported that 1,667 teachers were hired in 1984-85, and unlike demand in the public schools, 68% were first-time, beginning staff.

Teacher Retirements

The teaching force is getting older. The mean age of all teachers, currently 41.6, has been increasing slowly, but steadily during recent years. This fact has prompted some to suggest that sudden, massive teacher retirements will create a sudden, critical need for teachers. The data, however, suggest that while increases in retirements will, in fact, increase the need for additional teachers, changes will be moderate and gradual rather than sudden and massive.

The percentage of all certified educational personnel retiring decreased from 1.8% to 1.3% from 1973-74 to 1978-79. Since then, the percentage increased to 1.9%, with the most dramatic changes occurring during the last two years (see Appendix B). The actual number of persons retiring increased by 328 in 1982-83, but by only 42 in 1983-84.

This same pattern is evident for classroom teachers. Approximately 1.7% retired in 1973-74. This percentage decreased to 1.2% in 1978-79 and has since increased to 1.7%. While changing very little from 1977-78 to 1981-82, the number of retirements increased by 218 in 1982-83, but by only 40 in 1983-84.

Why there was a relatively big increase in retirements in 1982-83 but a small increase in 1983-84 is unknown. The percentage of the teaching force eligible to retire (those of age 55 or older) during these years did not increase substantially (see Appendix C). Approximately 9.6% of the teaching force was age 55 or older in 1978-79. This percentage increased gradually to 11.1% in 1983-84 and is still 11.1% in 1984-85. The total number of teachers, however, has been decreasing during this time period, so the actual number of persons of age 55 or older has changed very little during the last three years.

Given the slight increases in the percentage of those eligible to retire, as well as the slight increases in the percentage of those actually retiring during the last two years, it is reasonable to assume that increases might continue, but not necessarily suddenly or dramatically. Increases in retirements, nevertheless, might provide a gradually increasing need for teachers in the near future.

Changes in State Mandates

Changes in teacher supply and demand may result due to new State mandates. Some new programs incorporated in the school reform package recently passed by the legislature (Public Act 84-126) are obviously going to have an impact. Three programs which can be expected to increase demand for specific types of teachers are the Reading Improvement Program, the Pre-kindergarten Program for At-Risk students, and the Full-Day Kindergarten Program.

Table 20

DEMAND FOR EDUCATIONAL STAFF IN NONPUBLIC SCHOOLS, 1984-85

MAIN ASSIGNMENT	TOTAL NUMBER OF STAFF 1983-84	TOTAL NUMBER OF STAFF 1984-85	Annual Change	Annual Percent Change	BEGINNING STAFF 1984-85 Number	BEGINNING STAFF 1984-85 Percent of Total	REENTERING STAFF 1984-85 Number	REENTERING STAFF 1984-85 Percent of Total	TOTAL INCOMING STAFF 1984-85 Number	TOTAL INCOMING STAFF 1984-85 Percent of Total	TURNOVER OF STAFF 1983-84 Number	TURNOVER OF STAFF 1983-84 Percent of Total
Administrative Personnel	1,917	1,911	-6	-0.31	78	4.08	34	1.78	112	5.86	127	6.62
Classroom Teachers												
Pre-Kindergarten	698	781	83	11.89	53	6.79	21	2.69	74	9.48	62	8.88
Kindergarten	914	938	24	2.63	72	7.68	22	2.35	94	10.02	92	10.07
Elementary	9,851	9,629	-222	-2.25	558	5.79	297	3.08	855	8.88	1,240	12.59
High School	4,451	4,390	-61	-1.37	278	6.33	122	2.78	400	9.11	632	14.20
Ungraded Specialists												
Special Education	1,149	1,190	41	3.57	68	5.71	25	2.10	93	7.82	130	11.31
Pupil Personnel Specialists	1,002	1,098	96	9.58	27	2.46	12	1.09	39	3.55	65	6.49
Total Full-Time	19,982	19,937	-45	-0.22	1,134	5.69	533	2.67	1,667	8.36	2,348	11.75

NOTE: This information was taken from the 1983-84 and 1984-85 Nonpublic Registration, Enrollment and Staff Report form collected by the Illinois State Board of Education and includes regular full-time educational staff in Illinois nonpublic schools.

The Reading Improvement Program authorizes the State Board of Education to fund a School District Reading Improvement Program to provide reading specialists, teacher aides, and other personnel to improve reading and study skills of children in public schools. About $38 million has been allocated to this program.

The Pre-kindergarten Program for At-Risk Children provides grants to public school districts to conduct preschool education programs for children ages 3 to 5 screened and found to be at risk of academic failure. Approximately $12.1 million has been allocated to this program. Last, Illinois law has been changed to permit the offering and funding of full-day kindergarten programs. Thus, an increase in the demand for kindergarten teachers is expected.

A program that will have a positive effect on the supply of teachers is the Teacher Shortage Scholarship program. This program provides for teacher shortage scholarships to persons preparing to teach in areas of identified staff shortages. Following the completion of the scholarship recipient's programs of study, the individual must accept employment within one year in a school district and teach for a period of at least three years. Individuals who fail to comply with this provision shall refund such scholarships.

The possible effect of other initiatives are less obvious. A program to highlight the positive aspects of teaching is intended to increase the attractiveness of teaching as a career and, therefore, to enhance recruitment efforts. On the other hand, a program to test teacher candidates for basic skills before issuing a certificate might limit the number of prospective teachers. The effects of these programs are not expected to be immediate.

Opportunity for Employment

Past studies of teacher supply and demand in Illinois (ISBE, 1977 and 1978) have shown that changes in supply follow changes in demand, although changes in supply tend to lag two to three years behind changes in demand. This finding was also reported by the NEA (1983) in its research memo on teacher supply and demand. If this generalization is true and if demand continues to increase, then increases in supply can be expected as news of opportunities for employment become known. This would have the effect of blunting critical teacher shortages in the long run.

However, not all researchers believe that supply will follow demand as it has in the past. The Rand study, cited earlier, suggests that conditions have changed. Many of those persons who might have entered the teaching profession in the past when opportunities for employment existed, particularly women and minorities, will now choose alternative careers as opportunities in other fields become available. The fact that teacher candidates have not responded to needs already identified is given as an example.

An increase in opportunities for women and minorities in other careers, however, is not the only condition which has changed. The educational reform movement is currently widespread. If this movement results in increased salaries, better working conditions, higher standards for teachers, better teacher education programs, etc., the net result could be an increase in the attractiveness of teaching as a career. If so, an increase in the number of prospective teacher candidates can be expected.

Summary and Conclusions

A long-time trend of decreasing supply and demand for teachers in Illinois has ended. For the first time in over a decade, substantial increases in demand have occurred while supply has remained relatively stable--thus increasing opportunities for employment. The total demand for elementary, secondary, and special education teachers increased by over 30% in 1984-85. In addition, the number of vacancies reported in the fall of 1985 was twice the number of vacancies reported in 1983-84 (512 vs. 275).

The increase in demand, by itself, does not mean that there will be an overall critical shortage of teachers. Historically, changes in the supply of teachers have followed changes in the demand, although changes in supply tend to lag two to three years behind changes in demand. In recent years, over 60% of the teachers hired in Illinois came from the pool of previously trained, experienced teachers. Newly prepared teachers still outnumber inexperienced teachers hired for the first time by almost 2 to 1 in elementary education and special education, and by 3 to 1 at the secondary level. Critical shortages will occur only if demand continues to increase and the supply of newly prepared teachers and those in the reserve pool fail to materialize to meet the increase in demand.

Differences exist in the supply/demand balance of individual teaching specialties, as well as in different geographic locations throughout the state. It is believed that small, rural districts have a more difficult time finding qualified candidates for all available vacancies than do larger urban and suburban districts. In addition, moderate shortages exist throughout the state in the fields of special education, mathematics, natural sciences, foreign languages, and bilingual education. In all other areas, supply appears to be sufficient to meet demand, especially in health education, physical education, the social sciences , and elementary instruction.

Historically, a number of factors have influenced the balance of teacher supply and demand in Illinois. Three, however, are expected to have a combined effect of increasing demand in the immediate future. Increases in student enrollment are expected to create a moderate, but temporary, need for additional teachers. Teacher retirements, as well, may create a small, but gradual increase in demand during the next few years. Changes in State mandates will create an immediate need for reading specialists, preschool teachers, and kindergarten teachers. On the other hand, a teacher scholarship program will help to recruit teacher candidates in identified areas of shortage.

The supply of newly prepared teachers and the reserve pool of experienced teachers is expected to be sufficient to prevent a critical teacher shortage in Illinois during the next two to four years, although the need for more teachers will gradually become great if demand continues to increase at the rate experienced in 1984-85. District administrators can expect increased difficulty in finding qualified candidates for all available teaching positions. Nevertheless, shortages in Illinois are expected to be less serious than in other parts of the country, particularly in some of the larger cities in the sunbelt states. Certainly it would be appropriate to encourage prospective teachers to enter the profession.

References

And now, a teacher shortage. (1985, July 22). Time Magazine, p.63.

Association for School, College and University Staffing. Teacher Supply/Demand, 1985. Madison, Wisconsin, 1985.

Banas, Casey. (1985, August 14). Teacher shortage predicted. Chicago Tribune, p. 1, 2.

Committee on Teacher Education and School/College Collaboration, Council of Chief State School Officers. Survey of responses to recommendations published in a previous report Staffing the Nations Schools and a supplement on teacher supply and demand (in progress). Springfield, Illinois, 1985.

Darling-Hammond, Linda. Beyond the Commission Reports: The Coming Crisis in Teaching. Santa Monica, California; The Rand Corporation, 1984.

Illinois State Board of Education. Illinois Public School Enrollment Analyses and Projections: 1985. Springfield, Illinois, 1985.

Illinois State Board of Education. Illinois Teacher Salary Schedule and Policy Study, 1984-85. Springfield, Illinois, 1985.

Illinois State Board of Education. Illinois Teacher Supply and Demand, 1976/1977. Springfield, Illinois, 1977.

Illinois State Board of Education. Illinois Teacher Supply and Demand, 1977/1978. Springfield, Illinois, 1978.

Mackay-Smith, Anne. (1985, June 20). Student boom makes teachers a prize catch. The Wall Street Journal, p. 27.

National Center for Education Statistics. The Condition of Education, 1984 Edition. Washington, D.C., 1984.

National Education Association. Teacher Supply and Demand in Public Schools, 1981-82. Washington, D.C., 1983.

APPENDICES

APPENDIX A

ILLINOIS PUBLIC SCHOOL ENROLLMENT PROJECTIONS WITH CHANGE FROM PEAK YEARS *

School Year	Total Elementary (K-8) & Sp. Ed. Enrollment	Change from 1970-71 Number	Change from 1970-71 % Change	Total Secondary (9-12) & Sp. Ed. Enrollment	Change from 1976-77 Number	Change from 1976-77 % Change	Total Enrollment (K-12) & Sp. Ed. Enrollment	Change from 1971-72 Number	Change from 1971-72 % Change
1970-71	*1,684,132			668,654			2,352,786		
1971-72	1,678,517	-5,615	-.3%	695,142			*2,373,659		
1972-73	1,643,486	-40,646	-2.4%	704,035			2,347,521	-26,138	-1.1%
1973-74	1,600,486	-83,646	-5.0%	711,311			2,311,797	-61,862	-2.6%
1974-75	1,559,386	-124,746	-7.4%	719,170			2,278,556	-95,103	-4.0%
1975-76	1,525,152	-158,980	-9.4%	726,991			2,252,143	-121,516	-5.1%
1976-77	1,491,456	-192,676	-11.4%	*728,048			2,219,504	-154,155	-6.5%
1977-78	1,444,888	-239,244	-14.2%	717,656	-10,392	-1.4%	2,162,544	-211,115	-8.9%
1978-79	1,388,151	-295,981	-17.6%	700,580	-27,468	-3.8%	2,088,731	-284,928	-12.0%
1979-80	1,347,128	-337,004	-20.0%	671,779	-56,269	-7.7%	2,018,907	-354,752	-14.9%
1980-81	1,314,862	-369,270	-21.9%	644,636	-83,412	-11.5%	1,959,498	-414,161	-17.4%
1981-82	1,284,867	-399,265	-23.7%	614,919	-113,129	-15.5%	1,899,786	-473,873	-20.0%
1982-83	1,267,175	-416,957	-24.8%	588,912	-139,136	-19.1%	1,856,087	-517,572	-21.8%
1983-84	1,250,165	-433,967	-25.8%	577,520	-150,528	-20.7%	1,827,685	-545,974	-23.0%
1984-85	1,233,519	-450,613	-26.8%	575,142	-152,906	-21.0%	1,808,661	-564,998	-23.8%
PROJECTIONS									
1985-86	**1,227,510	-456,622	-27.1%	569,972	-158,076	-21.7%	1,797,481	-576,178	-24.3%
1986-87	1,232,057	-452,075	-26.8%	555,491	-172,557	-23.7%	1,787,548	-586,111	-24.7%
1987-88	1,242,701	-441,431	-26.2%	534,072	-193,976	-26.6%	1,776,773	-596,886	-25.1%
1988-89	1,250,041	-434,091	-25.8%	506,700	-221,348	-30.4%	1,756,742	-616,917	-26.0%
1989-90	1,257,323	-426,809	-25.3%	487,125	-240,923	-33.1%	**1,744,449	-629,210	-26.5%
1990-91	1,264,197	-419,935	-24.9%	**480,980	-247,068	-33.9%	1,745,177	-628,482	-26.5%
1991-92	1,264,735	-419,397	-24.9%	486,280	-241,768	-33.2%	1,751,014	-622,645	-26.2%
1992-93	*1,266,417	-417,715	-24.8%	489,768	-238,280	-32.7%	1,756,185	-617,474	-26.0%
1993-94	1,259,444	-419,073	-25.0%	500,108	-217,548	-31.3%	1,759,552	-614,107	-24.8%
1994-95	1,246,950	-437,182	-26.0%	513,929	-214,119	-29.4%	*1,760,879	-612,780	-25.8%
1995-96	1,237,351	-446,781	-26.5%	519,291	-208,757	-28.7%	1,756,642	-617,017	-26.0%
1996-97	1,227,252	-456,880	-27.1%	*525,693	-202,355	-27.8%	1,752,945	-620,714	-26.2%
1997-98	1,219,275	-464,857	-27.6%	521,834	-206,214	-28.3%	1,741,109	-632,550	-26.6%
1998-99	1,206,550	-477,582	-28.4%	514,099	-213,949	-29.4%	1,720,648	-653,011	-27.5%
1999-00	1,194,793	-489,339	-29.1%	510,137	-217,911	-29.9%	1,704,930	-668,729	-28.2%
2000-01	1,185,685	-498,447	-29.4%	506,169	-221,879	-29.5%	1,691,854	-681,805	-28.7%

NOTE: Underlined enrollments with a single asterisk denote the peak of a trend.
Underlined enrollments with a double asterisk denote the bottom of a trend.

SOURCE: Illinois State Board of Education annual Fall Housing and Enrollment Reports.

* This table was reproduced from the report, Illinois Public School Enrollment Analyses and Projections: 1985, Illinois State Board of Education, Springfield, Illinois, July, 1985.

APPENDIX B

RETIREMENT PATTERNS OF ILLINOIS EDUCATIONAL PERSONNEL: 1974-1984

School Year	Number of all Certified Staff	All Retirements Number	All Retirements Percent
1973-74	99,779	1,748	1.75%
1974-75	102,092	1,532	1.50%
1975-76	103,111	1,646	1.60%
1976-77	100,254	1,446	1.44%
1977-78	100,518	1,304	1.30%
1978-79	100,518	1,300	1.29%
1979-80	99,521	1,367	1.37%
1980-81	99,516	1,381	1.39%
1981-82	97,355	1,354	1.39%
1982-83	94,736	1,682	1.78%
1983-84	91,405	1,724	1.89%

School Year	All Classroom Teachers*	Teacher Retirements Number	Teacher Retirements Percent
1973-74	86,370	1,470	1.70%
1974-75	87,973	1,198	1.36%
1975-76	88,080	1,336	1.52%
1976-77	85,621	1,184	1.38%
1977-78	85,331	1,077	1.26%
1978-79	85,276	1,028	1.21%
1979-80	84,638	1,081	1.28%
1980-81	84,553	1,066	1.26%
1981-82	82,723	1,060	1.28%
1982-83	80,567	1,278	1.59%
1983-84	77,882	1,318	1.69%

* Data included for all Illinois public school districts except for the City of Chicago. Source: Illinois Teacher Service Record forms collected annually by the Illinois State Board of Education.

APPENDIX C

ILLINOIS EDUCATIONAL PERSONNEL AGED 55 OR OLDER: 1974-1985

School Year	All Certified Staff Number	All Certified Staff Percent	All Classroom Teachers* Number	All Classroom Teachers* Percent
1973-74	11,378	11.4%	9,331	10.8%
1974-75	10,946	10.7%	8,862	10.1%
1975-76	10,807	10.5%	8,748	9.9%
1976-77	10,526	10.5%	8,435	9.9%
1977-78	10,486	10.4%	8,232	9.7%
1978-79	10,566	10.5%	8,190	9.6%
1979-80	10,629	10.7%	8,162	9.6%
1980-81	10,860	10.9%	8,325	9.9%
1981-82	11,039	11.3%	8,413	10.2%
1982-83	11,352	12.0%	8,638	10.7%
1983-84	11,268	12.3%	8,612	11.1%
1984-85	11,281	12.4%	8,671	11.1%

* Data included for all Illinois Public School districts except for the City of Chicago. Source: Illinois Teacher Service Record forms collected annually by the Illinois State Board of Education.

Illinois
State Board of
Education

100 North First Street
Springfield, Illinois 62777

Walter W. Naumer, Jr., Chairman
Illinois State Board of Education

Ted Sanders
State Superintendent of Education

EDUCATION IS EVERYONE'S FUTURE

An Equal Opportunity/Affirmative Action Employer
Printed by the Authority of the State of Illinois
February 1986 900 6-659B-86 No. 309

END

U.S. DEPT. OF EDUCATION

OFFICE OF EDUCATIONAL
RESEARCH AND
IMPROVEMENT (OERI)

ERIC

DATE FILMED

JUNE 17 1987